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Graduate Studies in Education

Bulletin

1997/98

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Ontario Institute for Studies in Education of the
University of Toronto (OISE/UT)

Graduate Studies in Education

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CONTENTS

History and Function of OISE/UT 4

OISE/UT and SGS Administrative Officers - Partial List 7

Sessional Dates and Deadlines 9

Important Notices 15

General Information 16

Travaux et Thèses en Français 16

Minimum Admission, Program and Degree Requirements 21
  Master of Education 21
  Master of Education for Special Purposes 23
  Master of Arts 23
  Master of Arts in Teaching 25
  Master of Arts in Child Study and Education 25
  Doctor of Education 25
  Doctor of Philosophy 27
  Special Students 28

Application Procedures 29

Research and Field Activities 32

Research and Development Centres 32
  Centre for the Advancement of Measurement, Evaluation, Research and Assessment 32
  Centre for Applied Cognitive Science 32
  Centre for Franco-Ontarian Studies 32
  Centre de recherches en éducation franco-ontarienne 33
  Centre for Teacher Development 33
  Centre for Women's Studies in Education 33
  Comparative, International, and Development Education Centre 34
  International Institute for Global Education 34
  Dr. R. G. N. Laidlaw Research Centre 34
  Modern Language Centre 35

Field Centres 35
  Centre for Leadership Development 35
  Midnorthern/Northeastern Centre 36
  Centre de recherches en éducation du Nouvel-Ontario (CRENO) 36
  Midwestern Centre 36
  Niagara Centre 37
  Northwestern Centre 37
  Ottawa Valley Centre 37
  Centre régional d'Ottawa 37
  Trent Valley Centre 37

CONTENTS

Interdepartmental Graduate Specializations 38
  Adaptive Instruction 38
  Applied Cognitive Science 38
  Gender Equity in Education 39
  Transformative Learning 40
  Women's Studies/Feminist Studies 40

Graduate Interdisciplinary Research Foci 42
  Comparative, International, and Development Education 42
  Critical Pedagogy and Cultural Studies 42
  Études en Français 43
  Global Education 43
  Language and Critical Pedagogy 43
  Learning and Work 43
  Multicultural Education 44
  The Nature and Development of Literacy 44
  Foundations of Education and Society 45

Graduate Studies by Department 46
  Adult Education, Community Development and Counselling Psychology (AECDCP) 47
  Curriculum, Teaching and Learning (CTL) 75
  Human Development and Applied Psychology (HDAP) 115
  Sociology in Education (SE) 136
  Theory and Policy Studies in Education (TPSE) 150

Fees 185

Financial Support 188

Policies and Regulations 194

Student Services and Facilities

  OISE/UT 196
    Student Services Department 196
    Graduate Students' Association (GSA) 196
    International Students' Association (ISA) 196
    Education Commons 196
    Statistical Consulting Service 197
    Kidspace Daycare 197
  University-wide 198

Academic Staff 202

Officers of the University (partial list) 206

Index 207

HISTORY AND FUNCTION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the University called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's field centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its field centres, OISE maintained an important presence throughout the province.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, The Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based preservice program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T). and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T). program in English and an M.Sc.(T). program in Mathematics were initiated. The M.Sc. (T) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, **For the Love of Learning**, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsing this recommendation called for proposals for two-year, preservice teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the University's Academic Board. The program is in effect for the 1995-1997 period only and is available to up to 60 Elementary students and up to 60 Secondary students.

The Relationship Between OISE and FEUT

In general, OISE and FEUT pursued their mandates and activities separately over the years since 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto (UT) and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue it. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the University was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by The Ontario Institute for Studies in Education, The Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It will enjoy full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual University faculties hold such status. Its departments are members of Division 2 (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT will be a centre of excellence for graduate studies, research, field development, continuing and preservice teacher education in Ontario. It will also be a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, preservice and inservice teacher education, research and field development in education, and to providing exemplary leadership within an outside the province of Ontario.

OISE/UT AND SGS ADMINISTRATIVE OFFICERS - Partial List

SCHOOL OF GRADUATE STUDIES

Jon S. Cohen, Ph.D.
Graduate Dean

D. E. Moggridge, Ph.D.
Associate Dean, Division II (includes Education)

Carolyn M. Johnston, B.A.
Student Services Coordinator

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

•DEAN'S OFFICE

Michael Fullan, Ph.D.
Dean

Ruth Hayhoe, Ph.D.
Associate Dean, Graduate Studies

Angela Hildyard, Ph.D.
Associate Dean, Research and Field Activities

Anne Millar, M.Ed.
Associate Dean, Preservice Programs and Laboratory Schools

•DEPARTMENTS

Chairpersons

Budd L. Hall, Ph.D.
Adult Education, Community Development and Counselling Psychology (AECDCP)

Merlin W. Wahlstrom, Ph.D.
Curriculum, Teaching and Learning (CTL)

Daniel Keating, Ph.D.
Human Development and Applied Psychology (HDAP)

David W. Livingstone, Ph.D.
Sociology in Education (SE)

James L. Heap, Ph.D.
Theory and Policy Studies in Education (TPSE)

Associate Chairpersons

Lana Stermac, Ph.D.
Adult Education, Community Development and Counselling Psychology (AECDCP)

Carol Rolheiser, Ph.D.
Philip Nagy, Ph.D.
Curriculum, Teaching and Learning (CTL)

Jenny Jenkins, Ph.D.
Human Development and Applied Psychology (HDAP)

Kari Dehli, Ph.D.
Sociology in Education (SE)

Paul T. Begley, Ed.D.
Theory and Policy Studies in Education (TPSE)

•OISE/UT FIELD CENTRE HEADS

Wayne Seller, M.Ed.
Head, Field Division and Co-ordinator, Technology-Mediated & Off-Campus Programs

Kenneth A. Leithwood, Ph.D.
Centre for Leadership Development

George E. Burns, Ed.D.
Midnorthern/Northeastern Centre
Sudbury Office

Bruce Cassie
Midnorthern/Northeastern Centre
North Bay Office

Denis Haché
Centre de recherches en éducation du Nouvel-Ontario (CRENO)

Lynne Hannay, Ph.D.
Midwestern Centre

Jack Miller, Ph.D.
Niagara Centre

Elizabeth Smyth
Northwestern Centre

Marie Josée Berger, Ph.D.
Ottawa Valley/Centre régional d'Ottawa

John A. Ross, Ph.D.
Trent Valley Centre

•REGISTRAR'S OFFICE, Graduate Studies Unit

Claire Alleyne, Ed.D.
Registrar

Helen Simson, M.A.
Assistant Registrar

Barbara Holland
Administrative Officer

Margaret Brennan
Financial Awards Officer

Chris Fung
Liaison Officer, (AECDCP)

Valerie Kolesnikow
Liaison Officer, (CTL)

Jo Paul
Liaison Officer, (HDAP)

Heather Haslett, B.A.
Liaison Officer, (SE)

Lynn Romero
Liaison Officer, (TPSE)

•ADVISORY BOARD

Sandra Anthony
Vice-President
OISE/UT Graduate Students' Association

The Hon. Monique Bégin
Dean of Health Sciences, University of Ottawa
Former Co-Chair, Royal Commission on Learning

Terry Boak
Dean of Education, Brock University

Ronald Boisvert
Directeur adjoint, École Cardinal Carter

Harold Brathwaite
Director, Peel Board of Education

Beverly Brophy
President, OISE Alumni Association

The Hon. William Davis
Counsel, Tory, Tory, Deslauriers & Binnington
Past Premier of Ontario

Margrit Eichler
Chair, Faculty Council, OISE/UT

John Evans
Chairman, Torstar and Chairman, Allelix
President Emeritus, University of Toronto

Judith Field
Administrative Assistant, Finance, OISE/UT

Jim Forster
Associate General Secretary
Ontario Secondary School Teachers' Federation

Michael Fullan
Dean, OISE/UT

Catherine Henderson
President, Centennial College

Kenneth Howey
Director, Project Unite, Columbus, Ohio

Jill Hutcheon
Assistant Deputy Minister,
Ministry of Education and Training

Rebecca Jamieson
Director of Student Services and Counselling
Six Nations, Ohsweken, Ontario

Jane Knox
Professor, Queen's University

Susan Langley
Secretary-Treasurer, Ontario Teachers' Federation

Armand Malette
Directeur général, Association franco-ontarienne des conseils d'écoles catholiques

James Rush
Senior Vice-President and Executive Director,
Institute for Learning, Bank of Montreal

Eleanor Shannon
Superintendent of Education
Metro Separate School Board

James Turk
Executive Assistant to the National President
Canadian Union of Public Employees

The Hon. George Vari
Co-Chair, George and Helen Vari Foundation

Merl Wahlstrom
Chair, Department of Curriculum, Teaching and Learning, OISE/UT

Joan Westcott
Executive Director, Federation of Women Teachers' Association of Ontario

1996/97 WINTER SESSION - SECOND TERM

January 6	Lectures for the second term of the Winter Session begin
January 8	Deadline for registration, including tuition fee payment, for students beginning their programs in second term. After this date a late registration fee will be charged
January 15	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1997 Summer Session or the 1997/98 Winter Session. While applications will be accepted after this date, no guarantee of admission to either degree programs or courses can be given
January 15	Deadline for receipt of applications for a 1997/98 Winter Session Graduate Assistantship (for full-time study only)
January 17	Deadline for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year. (The information is needed by the Registrar's Office, Graduate Studies Unit, by this date to allow for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
January 20	Deadline for registration for students beginning programs in second term
January 20	Deadline for adding second-term courses
January 20	Grade submission date for 1996/97 first-term courses. (Grades will be mailed to students in mid-February)
January 20	Deadline for SDF designation for 1996 Summer Session courses to be changed to a regular grade or a failure
January 31	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. **Arrangements must be made through the Registrar's Office, Graduate Studies Unit, at least seven working weeks before this date**
February 21	Deadline for withdrawing from second-term and full-year courses without academic penalty
March 1	Pre-enrolment forms for Summer Session and Winter Session for continuing students will be mailed

1996/97 WINTER SESSION - SECOND TERM (continued)

March 10-14	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 21	Student Telephone Service (STS) available
March 28	Good Friday (offices closed)
March 31	Easter Monday
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 11	Last day of Winter Session lectures
April 13	Continuing students should pre-enrol in courses for both 1997 Summer Session and 1997/98 Winter Session (first- and second-term) prior to this date. Maximum enrolment may be reached in some courses well before this date
April 13	Deadline for adding 1997 Summer Session, A, F, H and Y, courses **via the STS.** After this date, instructor's approval at the beginning of classes is required
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for M.A. and M.Ed. degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
April 25	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. **(Arrangements must be made through the Registrar's Office, Graduate Studies Unit, at least seven working weeks before this date)**
May 1	Deadline for pre-enrolling in Audio Distance Education courses for the 1997 Summer Session
May 2	First day of classes and registration for students in the Ed.D. Administrator Doctoral Program
May 15	Deadline for adding or dropping 1997 Summer Session A and F courses
May 16	Grade submission date for 1996/97 second-term and full-year courses. (Grades will be mailed to students in mid-June)
May 16	Deadline for SDF designation for 1996/97 first-term courses to be changed to a regular grade or a failure
May 19	Victoria Day (offices closed)
May 31	Deadline for pre-enrolling in Audio Distance Education courses for the 1997/98 Winter Session
June 9	(2.30 P.M.) Spring Convocation for Ph.D.; M.A.; M.A(T); and M.Sc.(T) candidates

1996/97 WINTER SESSION - SECOND TERM (continued)

June 10	(10.00 A.M.) Spring Convocation for Ed.D. and M.Ed. candidates
June 14	Deadline for adding 1997 Summer Session B and S courses **via the STS.** After this date, instructor's approval at the beginning of classes is required
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Unit, for Summer Session courses

1997 SUMMER SESSION

July 1	Canada Day (offices closed)
July 2-3	Summer Session registration, including tuition fee payment where applicable
July 2	Lectures for the Summer Session (July/August) begin
July 3	Deadline for registration, without late fee, for Summer Session courses
July 5	Deadline for M.Ed. students to request convocation in the Fall if **all** degree requirements, comprehensives and research will be completed in the Summer Session
July 15	Deadline for adding or dropping 1997 Summer Session H, Y, B and S Courses
August 4	Civic Holiday (offices closed, classes rescheduled)
August 8	Last day of Summer Session lectures

1997/98 WINTER SESSION - FIRST TERM

August 15	Registration for Winter Session begins
August 30	Deadline for adding first-term and full-year Winter Session courses **via the STS.** After this date, instructor's approval at the beginning of classes is required
September 1	Labour Day (offices closed)
September 5	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Unit, for first-term and full-year courses.
September 8	Lectures begin

1997/98 WINTER SESSION - FIRST TERM (continued)

September 12	Winter Session registration, which includes tuition fee payment, ends. After this date, a Late Registration Fee will be charged
September 16	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for M.A. and M.Ed. degrees to be awarded at Fall Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
September 30	Grade submission date for 1997 Summer Session courses. (Grades will be mailed to students toward the end of October)
September 30	Deadline for SDF designation for 1996/97 second-term and full-year courses to be changed to a regular grade or a failure
October 3	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. **(Arrangements must be made through the Registrar's Office, Graduate Studies Unit, at least seven working weeks before this date)**
October 3	Deadline for adding first-term and full-year courses
October 13	Thanksgiving Day (offices closed, classes rescheduled)
October 15	Deadline for M.Ed. students to request convocation in March (in absentia) or Spring if **all** degree requirements, comprehensives and research will be completed in the first/Fall term of the Winter Session
October 31	Deadline for withdrawing from first-term courses without academic penalty
November 19-20	Fall Convocation
December 5	Last day of lectures of first-term, Winter Session courses
December 13	Deadline for adding second-term Winter Session courses **via the STS.** After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Unit, for second-term courses

1997/98 WINTER SESSION - SECOND TERM

January 5	Lectures for the second term of the Winter Session begin
January 9	Deadline for registration, including tuition fee payment, for students beginning their programs in second term. After this date a late registration fee will be charged

1997/98 WINTER SESSION - SECOND TERM (continued)

January 15	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1998 Summer Session or the 1998/99 Winter Session. While applications will be accepted after this date, no guarantee of admission to either degree programs or courses can be given.
January 15	Deadline for receipt of applications for a 1998/99 Winter Session Graduate Assistantship (for full-time study only)
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year. (The information is needed by the Registrar's Office, Graduate Studies Unit, by this date to allow for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
January 20	Grade submission date for 1997/98 first-term courses. (Grades will be mailed to students in mid-February)
January 20	Deadline for INC designation for 1997 Summer Session courses to be changed to a regular grade or a failure
January 23	Deadline for adding second-term courses
January 30	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. **(Arrangements must be made through the Registrar's Office, Graduate Studies Unit, at least nine working weeks before this date)**
January 30	Deadline for doctoral and Phil.M. oral examinations without fees being charged
February 15	Deadline for M.Ed. students to request convocation in Spring if **all** degree requirements, comprehensives and research will be completed in the second/Spring term of the Winter Session
February 27	Deadline for withdrawing from second-term and full-year courses without academic penalty
March 9	Graduation "in absentia"
March 15	Pre-enrolment forms for Summer Session and Winter Session for continuing students will be mailed
March 16-20	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)

1997/98 WINTER SESSION - SECOND TERM (continued)

April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 9	Last day of Winter Session lectures
April 10	Good Friday (offices closed)
April 13	Continuing students should pre-enrol in courses for both Summer Session and Winter Session (first- and second-term) prior to this date. Maximum enrolment may be reached in some courses well before this date
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for M.A. and M.Ed. degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
April 24	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. **(Arrangements must be made through the Registrar's Office, Graduate Studies Unit, at least seven working weeks before this date)**
May 8	Deadline for registration, without late fee, for Summer Session independent study and research
May 18	Victoria Day (offices closed)
May 20	Grade submission date for 1997/98 second-term and full-year courses. (Grades will be mailed to students in mid-June)
May 20	Deadline for INC designation for 1997/98 first-term courses to be changed to a regular grade or a failure
June	Spring Convocation (dates to be announced)
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Unit, for Summer Session courses

SGS REGULATIONS

All graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). Applicants and students are advised to consult the School of Graduate Studies Calendar for full details.

CHANGES TO POLICIES, DATES, REGULATIONS AND REQUIREMENTS

This Bulletin is published many months prior to the beginning of the Session. Staff, programs, courses, regulations, grading practices policy and dates are expected to be as published. However, the University of Toronto and OISE/UT reserve the right to change any of the above published herein in order to properly exercise its educational responsibility. Such changes are effective at such times as the proper authorities determine, and may apply not only to prospective students but also to those who are already enrolled at OISE/UT.

COURSE/PROGRAM LIMITATIONS

OISE/UT makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in programs, courses, or sections, and to withdraw courses or sections for which enrolment or resources are insufficient.

COPYRIGHT IN COURSE LECTURES

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

CHANGES TO FEES

At time of publication, the 1997/98 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 185 - 187, are from the 1996/97 schedule, and are expected to be increased in 1997/98. Fees are subject to change by the Governing Council of the University of Toronto.

STUDENT NUMBER

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their student numbers.

APPLICATIONS/ADMISSIONS

OISE/UT cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimum admission requirements.

ENGLISH LANGUAGE FACILITY

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose Mother Tongue or first language is not English. Language proficiency requirements are detailed on page 30.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Département d'éducation des adultes : apprentissage et psychologie du counseling
A. M. Thomas, A. M. Tough

Département de curriculum, d'enseignement et d'apprentissage
B. J. Burnaby, S. Churchill, A. Cumming, J. P. Cummins, G. Feuerverger, N. J. Frenette, D. Gérin-Lajoie, G. Hanna, M. B. Harley, N. Labrie, S. Lapkin, L. D. McLean, R. S. McLean, M. K. Swain, D. N. Wilson

Département du développement humain et de psychologie appliquée
E. Geva, B. Schneider, J. Wiener

Département de sociologie en éducation
G. E. Burns (Centre du Moyen-Nord/ Nord-Est), M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation
R. E. S. Hayhoe, A. Prentice

Voir la section Interdisciplinary Research Foci pour une description des cours en français, sous la rubrique *Etudes en français* a la page 43.

PRE-ENROLMENT FOR CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

Pre-enrolment forms for course selection for the 1997 Summer Session and the 1997/98 Winter Session will be mailed in early March. The student telephone service will be available March 21. Students should pre-enrol in courses before April 13 either by using the telephone service or by returning the pre-enrolment forms. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the first and second terms of the Winter Session.

NOTE: No guarantee of acceptance into either the first or second choice of courses can be given for either term. **If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrolment in the course.**

DEFINITION OF FULL-TIME STUDENT

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

LATE AFTERNOON AND EVENING CLASSES IN WINTER SESSION

During the 1997/98 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening. Students may take more than two half-courses in the Winter Session but not more than two half-courses in any one term.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) one half-course in each of the two terms;

b) two half-courses which run for the full year;

c) one full course which runs for the full year; or

d) where scheduling necessitates, one half-course which runs for the full year, along with another half-course which runs for either the first or second term.

STUDY IN SUMMER SESSION

During the Summer Session (July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course. (Exception: Students enrolled in the Ed.D. Administrator Doctoral Program undertaking their period of required residence during the Spring/Summer Session, May-August.).

Ph.D. candidates, and Ed.D. candidates who have completed the residence requirement, will register for both the Winter and Spring/Summer Sessions when they register in September (or in January for those beginning their doctoral program then).

OFF-CAMPUS/DISTANCE EDUCATION

Courses

OISE/UT offers off-campus sections of some courses in a variety of Ontario locations. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Courses via audio conferencing use sites in northern Ontario (i.e., north of Parry Sound) which are part of the Contact North/Contact Nord network. Sites in southern Ontario are determined according to the location of students who pre-enrol by the deadline listed in the OISE/UT Course Schedule (off-campus section). Students who have pre-enrolled by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. Students are urged to pre-enrol by the deadline. Courses may be cancelled if enrolment is low.

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 46 - 184.

Ed.D. students are required to take at least four half-courses on campus.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

Application Procedures

New part-time degree applicants and part-time Special Students should contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 35 - 37) for application forms. In areas of the province not served directly by a Field Centre, contact should be made with the Registrar's Office, Graduate Studies Unit, OISE/UT. Application procedures are the same for all students (see pages 29 - 31).

Registration

Part-time, off-campus students **who have already been admitted to a degree program,** register by mail. A course registration form and a fees invoice will be mailed to the student when all admission conditions have been met. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

M.A. students please note: Registration takes place through the School of Graduate Studies at the University of Toronto **and** the Registrar's Office, Graduate Studies Unit, OISE/UT. See registration materials for appropriate dates and procedures.

DEFINITION OF PROGRAM RESIDENCE

All doctoral and some master's programs require a specified period of residence during which the student must be on campus full-time and consequently must live in such geographical proximity as to be able to participate fully in university activities associated with the program. Residence requirements can be fulfilled only through

a) two consecutive terms of the Winter Session i.e., September to December and January to April in the same session

or

b) the second term in one session followed by the first term in the next session.

With the exception of the TPSE's Ed.D. Administrator Doctoral and Higher Education Programs, residence credit is not given for registration in the Summer Session.

Where full-time, on-campus study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program is being undertaken must be in a position to offer that program beginning in January.

DUAL REGISTRATION FOR M.A. AND PH.D. CANDIDATES

Students in an M.A. program at OISE/UT who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one term in both programs under the following conditions:

1. The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

2. Permission has been granted by both OISE/UT and the School of Graduate Studies.

3. The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the term of dual registration) and will be registered full-time in the Ph.D and part-time in the master's program.
   NOTE: Only the appropriate Ph.D. fees will be charged.

4. The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive residence credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no residence credit will be allowed, and the student will continue to be registered as a master's candidate only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. program.

CONTINUITY OF REGISTRATION

Doctoral candidates who have completed the required residence but have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been fulfilled. (**Exception**: Students who were registered in doctoral programs in the 1992/93 Winter Session follow regulations set out in the OISE/UT Bulletin and School of Graduate Studies Calendar for 1993/94.)

Full-time master's students, once they are past the "minimum period of registration", must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other requirements have been completed.

Failure to register as required will cause a student's candidacy to lapse.

PARENTAL LEAVE

Graduate students may apply to the OISE/UT Registrar's Office, Graduate Studies Unit, for a parental leave during their program. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child.

By completing the Parental Leave Request form, a parent may apply for up to three terms of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of terms cannot exceed four.

Students on leave will not be eligible to receive OISE/UT Graduate Assistantships, or Scholarships, or other OISE/UT awards; only OISE/UT Scholarships may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply.

The date for the completion of the degree will be extended by the duration of the leave taken. Normally, the start and finish of the leave should coincide with the start and end of a term.

LEAVE FOR EXCEPTIONAL HEALTH PROBLEMS OR SERIOUS PERSONAL CIRCUMSTANCES

Graduate students who need to be continuously registered may apply to the OISE/UT Registrar's Office, Graduate Studies Unit, for a one- to three-term leave during their program of study on the grounds of exceptional health problems or serious personal circumstances which temporarily make it impossible to continue in the program even on a part-time basis.

Students may make application for such leave by completing the Leave Request Form. Ultimate approval rests with the University of Toronto School of Graduate Studies. **Only in the most exceptional circumstances will a leave be granted and only under the most extenuating circumstances will a student be granted more than one leave under the terms of this policy.**

While on leave, students will not be registered, nor will they be required to pay fees. They may not make demands upon the resources of the university, such as using library facilities, attending courses, or expecting advice from their supervisors. Students on leave will not be eligible to receive or defer OISE/UT Graduate Assistantships, or Scholarships, or other OISE/UT awards. In the case of other fellowships, the regulations of the particular granting agency will apply.

The date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the start and end of a term.

COURSE CHANGES AND COURSE COMPLETION

The deadlines for adding and dropping courses for each term of the Winter Session and for the Summer Session are listed in the Sessional Dates and Deadlines, pages 9 - 14 . Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has incomplete courses, others must be added to fulfil the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 9 - 14. These dates are mandatory. They represent the dates the grades are due in the OISE/UT Registrar's Office, Graduate Studies Unit. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor. **Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered.** (See Student Appeals, page 195.)

NOTE: Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Unit, is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

GRADE REPORTS

First-term grades will be mailed to students in mid-February. Second-term and full-year grades will be mailed to students in mid-June. Summer Session grades will be mailed toward the end of October.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from:

OISE/UT Registrar's Office
Graduate Studies Unit
252 Bloor Street West, 11th Floor
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2653

M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from:

School of Graduate Studies
63 St. George Street
Toronto, Ontario M5S 1A1
Telephone: (416) 978-2383

At the time of printing of this Bulletin, the charge for a transcript is $6.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 187 and 195.)

OISE/UT conducts, within the School of Graduate Studies, programs leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

Master of Education (M.Ed.)
Master of Arts (M.A.)
Master of Arts in Teaching (M.A.(T.))
Master of Arts in Child Study and Education
  (M.A.(CS.))
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 29 - 31.

Following is an outline of the **minimum** admission, program and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The University reserves the right to determine whether or not credentials of degree-granting institutions in Ontario meet the standards for admission to University of Toronto programs.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

TRANSFER BETWEEN PROGRAMS

Note: M.A. and M.Ed. candidacy is **not** interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation and candidacy is not interchangeable. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the OISE/UT Registrar's Office, Graduate Studies Unit, early in the student's degree candidacy and would require the support of the student's department.

MASTER OF EDUCATION (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Admission Requirements

a) An appropriate three- or four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. (See the Admission Requirements section of individual departments for programs which require higher standing, pages 46 - 184.)

If the bachelor's degree specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses not clearly defined on the transcript, in order to establish equivalency. An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the bachelor's degree and undertaken at a recognized university must be completed with mid-B standing also.

Depending on the makeup of the degree, and the student's intended area of specialization at the master's level, some additional study may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant successful professional experience.

Program of Study

Applicants must declare their choice of OISE/UT department at the time of application and one of three possible options outlined in item (a) following. All three options are not offered in any one OISE/UT department (see the departmental sections for details of available options, pages 46 - 184).

Upon admission the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

The minimum program requirements for the M.Ed. degree are as follows:

a) Students must choose one of the following options to complete their program.

Option I - Coursework only: ten half-courses plus a comprehensive examination/requirement. This option, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Winter Session.

Option II - Research Project: eight half-courses plus a research project or a major research paper. This option, if pursued on a full-time basis, cannot be completed in less than one Winter Session and one Summer Session.

Option III - Thesis: six half-courses plus a thesis. This option, if pursued on a full-time basis, cannot be completed in less than one Winter Session.

Departmental specialization within the M.Ed. degree program requires that a minimum of half of the courses must be taken in the home department unless otherwise specified by the department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as equivalent to two of the half-courses.

b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling Psychology for Psychology Specialists).

c) **Full-time master's students, once they are past the "minimum period of registration" must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

e) All requirements for the degree must be satisfactorily completed **within six years** from first enrolment.

f) Applicants who have completed graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses, or 25 per cent of the course requirements for the M.Ed. degree, whichever is greater, provided those courses were not credited toward another degree, diploma, certificate, or any other qualifications.

Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the OISE/UT Registrar's Office, Graduate Studies Unit, to plan an M.Ed. program so that courses may be taken at another University in keeping with the transfer credit policy previously described.

g) Courses taken in a previous graduate program and credited to a degree program at OISE/UT will not reduce the total program fee required.

h) Candidates **must apply to graduate** eithe by using the student telephone service or by completing and returning an Application to Graduate card obtained from the OISE/UT Registrar's Office, Graduate Studies Unit. Those completing their program, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

- **Summer Session completion - apply by July 5**
  Candidates will receive their diploma at the November convocation ceremony.
- **Winter Session, Fall (first term) completion - apply by October 15**
  Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- **Winter Session, Spring (second term) completion - apply by February 15**
  Candidates will receive their diploma at the June convocation ceremony.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE/UT departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to the "M.Ed. for Special Purposes". They will be required to name an OISE/UT department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will design a suitable program in terms of the options offered in the home department.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to design a highly individualized program suited to their particular needs and interests. (See Graduate Interdisciplinary Research Foci, pages 42 - 45.)

MASTER OF ARTS (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Some M.A. degree programs at OISE/UT, e.g. History of Education, Philosophy of Education, and Sociology in Education are one-year programs comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program.

Consult departmental information for full details, pages 46 - 184.

Admission Requirements

The requirements for admission to a one-year M.A. program are:

a) Normally, an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. (See the admission requirements section of individual departments for programs which require specified undergraduate disciplines and a higher standing for admission, pages 46 - 184.)

   If the specialization of the bachelor's degree is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses which are not clearly defined on the transcript, in order to establish this equivalency.

   An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent.

   Any relevant study beyond the bachelor's degree and undertaken at a recognized university must be completed with mid-B standing also. In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

b) Applicants with qualifications as above, except that their bachelor's degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

Program of Study
Applicants must declare their choice of OISE/UT department at the time of application. Upon admission the student will be assigned to a faculty advisor for their particular field, who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. in OISE/UT are as follows:

a) A **one-year program** comprised of at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

b) Students admitted to an extended program **(one and one-half years)** on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

c) Students admitted to a **two-year program**, on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, are required to complete twelve half-courses.

d) A thesis. All M.A. candidates must have their thesis committees officially formed as follows:
- **if studying full time** - April 1 of the year following completion of the residence requirement, or the minimum period of registration;
- **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE/UT. Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

e) In most departments it is possible to pursue an M.A. program on a part-time basis. A minimum of one academic year of full-time study is required for some programs. Consult departmental information for full details, pages 46 - 184.

f) **Full-time master's students, once they are past the "minimum period of registration" must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** from first enrolment for candidates admitted t one-year (six or eight half-course) programs and **within six years** from first enrolment for candidates admitted to one-and-a-half- (te half-course) or two-year (twelve half-course) programs.

i) Candidates who have completed graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses or 25 per cent of the course requirements for the M.A. degree, whichever is greater, provided that those graduate courses were not credited toward another degree, certificate, diploma, or any other qualification. Such course credit, if granted, will not reduce the total program fee.

THE MASTER OF ARTS IN TEACHING (M.A.(T.))

This program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies. The program is designed for part-time study but may also be completed in one year and summer session.

Admission Requirements

Applicants require:

a) A four-year bachelor's degree, or equivalent, in English or English and another subject from the University of Toronto or another approved university. Applicants without sufficient background in English may be required to do one or more undergraduate courses in addition to the program requirements.

b) A mid-B standing in English courses from the University of Toronto or another approved university. Undergraduate courses in education may be given consideration.

c) One year of teaching experience or equivalent professional experience.

d) Two letters of recommendation, one from the applicant's undergraduate program.

e) Recent curriculum vitae which must include teaching experience after graduation.

Program of Study

Students will be required to complete:

a) One full course in the history and theory of the study of English.

b) One full course in the Graduate Department of English.

c) Four half-courses from the list of Master of Arts in Teaching courses of instruction, pages 112 - 114.

MASTER OF ARTS IN CHILD STUDY AND EDUCATION

The Child Study and Education program is based at the Institute of Child Study, a centre of professional training and research in childhood and education. The M.A. offers a unique, research-based teacher education experience. On successful completion of the two-year program, students are awarded a M.A. in Child Study and Education. Eligible graduates are recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate and for Part 1 of the three session qualification in Primary Education. This qualifies the holder to teach in the primary and junior divisions of Ontario Schools. Graduates who have successfully completed the course EDT4280: Issues in Adaptive Instruction, will also be recommended for Part 1 (core 1 and core 2) of the three session qualification in Special Education.

There are two concentrations in the program:

- Primary Education
- Special Education

Admission Requirements

Admission to the M.A. in Child Study and Education program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree. The minimum admission standard is standing equivalent to a University of Toronto mid-B or better. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions.

Program of Study

Students are required to take 16 half-courses, including all required courses and practica. The remaining courses are electives. In addition, all candidates must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

DOCTOR OF EDUCATION (Ed.D.)

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections, pages 46 - 184.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto B+ or better in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs which require higher standing for admission, pages 46 - 184.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) A personal interview whenever possible. Because the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Unit.

g) Additional requirements may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections, pages 46 - 184.

Program of Study

Applicants must declare their choice of OISE/UT department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ed.D. are as follows:

a) Normally, a minimum of two consecutive Winter Session terms of full-time study (i.e., September to December followed by January to April, or January to April followed by September to December). (**Exception:** Theory and Policy Studies in Education's Administrator Doctoral Ed.D. Program.)

b) In most programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 46 - 184.) **However, once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.**

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same area of specialization proposed at the doctoral level. Upon the recommendation of the home department, candidates beginning the degree program on a full-time basis can add prerequisite courses to their program. Otherwise, candidates must take prerequisite courses as "Special Students" at OISE/UT.

A minimum of four half-courses must be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

d) Candidates in some departments or specializations will be required to take a comprehensive examination during the program. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student unde the direction of an OISE/UT thesis committee This thesis committee must be filed by April 1 of the year following the minimum period of fu time on-campus study (residence).

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE/UT. Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ed.D. must be completed **within six calendar years** of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply to the graduate programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the appropriate departmental sections. The average time to completion is approximately five years.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto B+ or better in master's courses. (See the admission requirements section of individual departments for programs which require a higher standing for admission, pages 46 - 184.)

Students in an M.A. program at OISE/UT who have been offered admission to a Ph.D. program conditional upon completion of the master's program may be dual registrants for only one term in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 18.

b) Holders of master's degrees other than the OISE/UT M.A. in the same area of specialization as proposed at the doctoral level, must submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in each OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the OISE/UT Guidelines for the QRP available from the Registrar's Office, Graduate Studies Unit.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidates' intended areas of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE/UT department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the OISE/UT Guidelines for the QRP available from the Registrar's Office, Graduate Studies Unit.

Program of Study

Applicants must declare their choice of OISE/UT department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of two consecutive Winter Sessions (September through April) of full-time, on-campus study (residence) to be undertaken at the beginning of the program. Ordinarily, this period of study commences in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of residence. A request to do so must be made in writing, outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Unit. Such interruption is granted for a maximum of one year and does not increase the length of degree candidacy. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b) **Once first registered in the program, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.**

c) The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization.

Normally a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.

d) Candidates will be required to take a comprehensive examination during the program. Consult the home department for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must file the names of the thesis committee by April 1 of the second year of residence.

All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE/UT. Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ph.D. program must be **completed within six years** of first enrolment.

SPECIAL STUDENTS

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Full-time Study

An applicant accepted as a Special Student – Full-Time, must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained an average grade in the final year (or over senior courses) equivalent to mid-B or better.

Part-time Study

An applicant accepted as a Special Student – Part-Time, must hold a degree from a recognized university. If the degree was attained with less than mid-B standing, the applicant may not apply for admission to a degree program at a later date.

APPLICANTS TO DEGREE PROGRAMS

1. Application for Admission

All applicants must complete an application form, clearly indicating the OISE/UT department and degree to which they wish to be admitted. Applicants should carefully review the specializations within departments and clearly indicate on form B#3 which specialization they wish to pursue.

For application information, contact:
OISE/UT
Registrar's Office, Graduate Studies Unit
252 Bloor Street West,
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2663/2664
1-800-785-3345
FAX: (416) 323-9964
E-mail: gradstudy@oise.utoronto.on.ca

2. Documentation

Applicants must assemble all relevant documentation. All credentials submitted in support of an application become and remain the property of the University, subject to the Policy on Access to Official Student Records.

a) Transcripts and academic records

Three official transcripts of your academic record from each university attended are required. It is your responsibility to arrange for transcripts to be forwarded to **your** attention in the transcript envelope(s) provided.

The transcripts which you receive in sealed envelopes are confidential and are not to be opened.

Some institutions will not provide you with transcripts in sealed envelopes. In this case, official transcripts should be sent directly from the issuing institution to Admissions, Registrar's Office, Graduate Studies Unit, OISE/UT. **Faxed records are not considered official.**

NOTE:

- Applicants who attended the University of Toronto do not need to provide the academic record of their study if they were registered for the first time in the summer of 1988 or later, in the Faculty of Arts and Science (including Erindale College), the Faculty of Applied Science and Engineering, or Scarborough College.
- Applicants who attended universities outside North America should note that notarized English translations must accompany all foreign non-English documentation.

b) Application fee

If you have not previously been registered in the School of Graduate Studies, you must submit a non-refundable application fee of $60 (Canadian) with your application. (This fee is subject to change.) Write your name and application number on your payment which must be in the form of a certified cheque, money order, or bank draft, payable to the University of Toronto. Canadian funds drawn on a Canadian bank or U.S. funds drawn on a U.S. bank are acceptable. **Do not send cash in the mail.** If you cannot obtain Canadian or U.S. funds, you must wire your fee directly to:

Canadian Imperial Bank of Commerce
International Division
Main Branch, Commerce Court
Toronto, Canada M5L 1G9

No admission decision will be mailed until the application fee is paid.

c) Teacher education, certification, and experience

Where applicable, three copies of documents attesting to teacher education, teacher certification, and teaching experience are required.

d) Letters of reference

Two letters of reference are required:

- one from a university instructor with whom you have studied
- the other from a referee who is familiar with your professional work and promise.

For this purpose, forms entitled **"Letter to Support Application for Admission"** are enclosed in the application package. Instruct each referee to enclose the Letter in the envelope provided, seal and sign the envelope on the back, and forward it to **your** attention. **Do not open it.**

NOTE: Applicants to the M.A. and doctoral programs in the Department of Sociology in Education should ensure that all letters of reference be from professors with whom they have studied or worked.

e) Résumé and Statement of Intent

Applicants must submit two copies of a résumé (maximum four pages) and a statement of study interests, career goals, and reasons for seeking admission. The résumé should include:

- employment history (most recent first), including name and location of organization, job title, position responsibilities, and dates employed. Please indicate full-time and part-time employment
- education, including studies in progress
- academic, business, or professional awards and achievements
- community and professional activities
- special skills

Applicants to the Department of Curriculum, Teaching and Learning must submit a "Statement of Purpose" in keeping with the requirements outlined in the CTL section of this Bulletin, pages 75 - 114. Applicants to the Department of Sociology in Education must submit a sample of written work.

f) English Language Facility

Note: OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose Mother Tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English. In order to have their application considered, results of one of the following tests must be submitted at the time they submit their application:

- Test of English as a Foreign Language (TOEFL)
  Educational Testing Service
  P.O. Box 6151
  Princeton, New Jersey
  08541-6151, U.S.A.
  The TOEFL examination must include a Test of Written English (TWE). A TOEFL score of at least 580 with a TWE score of at least 5.0 is required for admission. The "Institution Code" is 0982.

- Michigan English Language Assessment Battery (MELAB)
  English Language Institute (ELI)
  University of Michigan
  Ann Arbor, Michigan
  48109-1097, U.S.A.
  A score of at least 92 is required on the MELAB.

- International English Language Testing System (IELTS)
  University of Cambridge Local Examinations Syndicate
  1 Hills Road
  Cambridge, U.K. CB1 2EU
  Applicants may also contact their nearest British Council Office. A score of at least 7.0 is required on the IELTS.

3. Graduate Assistantships

Many applicants for admission as full-time students may also be applying for an OISE/UT Graduate Assistantship (see page 188). The deadline for submission of the Graduate Assistantship application form is January 15.

If OISE/UT is unable to provide financial assistance to international applicants, they mus submit evidence of ability to fund their studies here before an acceptance letter will be issued.

4. Deadlines

Application forms for all degree programs must be submitted not later than January 15 for registration in the 1997/98 Winter Session, which starts in September, 1997. While applications will be accepted beyond this date, no guarantee of admission can be made. Some students may wish, or may be expected, to begin their studies in the 1997 Summer Session. At the time of acceptance, those applicants who had indicated on their application form that they wished to begin in the summer, will be sent Summer Session information.

5. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

6. Admission Decisions

Applications for admission are considered by the respective OISE/UT departments, and their recommendations for acceptance must then be approved by the OISE/UT Registrar's office and the School of Graduate Studies. **Notification of acceptance by individual OISE/UT departments is not official.** Note also that the offer of acceptance is valid only for the commencement date indicated in the letter of acceptance. Normally applicants can expect a decision regarding their admissibility during the latter part of April.

7. Deferral of Admission

Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and must compete with all other applicants for the later session.

In exceptional circumstances a department may recommend deferral of admission for a twelve-month period following the date of initial acceptance. Requests for deferral must be initiated by the applicant through the OISE/UT Registrar's Office, Graduate Studies Unit by September 30 of the year of acceptance.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. Documents of applicants who have not previously registered at OISE/UT will be kept on file for two years only and are not returnable.

SPECIAL STUDENT APPLICANTS

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally Special Students.

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Note: Students accepted to a doctoral program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

1. Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. Applicants interested in taking courses full-time as Special Students should follow the application procedures for degree applicants. See the section Minimum Admission, Program and Degree Requirements, pages 21 - 28.

2. Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students. Those accepted with less than mid-B standing cannot apply for admission to a degree program at a later date. Applicants interested in taking courses as Special Students on a part-time basis should request the appropriate form from the OISE/UT Registrar's Office, Graduate Studies Unit. When these forms are submitted they should be accompanied by a statement indicating why part-time Special Student status is requested.

RESEARCH AND DEVELOPMENT PROGRAMS

The research and development programs of OISE/UT foster improvement in Ontario education and complement the academic programs of OISE/UT departments. OISE/UT's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (*Curriculum Inquiry, Orbit, Resources for Feminist Research/ Documentation sur la recherche féministe*), in international journals or in other publications. OISE/UT Research Reports can be found in the OISE/UT Education Commons Library.

RESEARCH AND DEVELOPMENT CENTRES

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

•Centre for the Advancement of Measurement, Evaluation, Research, and Assessment (CAMERA)

Head: Tony C. M. Lam
Department: CTL
Telephone: (416) 923-6641 ext. 3225
Location: 8th Floor, 252 Bloor St. W.

CAMERA was created in the summer of 1996 within the Measurement & Evaluation (M&E) program of the CTL Department. The Centre is dedicated to the goal of fostering ideas and research that address issues in the areas of theoretical and applied measurement, large-scale and classroom-based assessments, program and system evaluations, research methods, data analysis procedures, and related matters. The centre draws together OISE/UT's faculty and external researchers and practitioners to engage in projects of common interest, to share and exchange perspectives, and to work collaboratively in order to resolve methodological problems in measurement, evaluation, research and assessment.

•Centre for Applied Cognitive Science (CACS)

Acting Head: David Olson
Department: CTL, HDAP
Telephone: (416) 923-6641 ext. 2572
Location: 9-171, 252 Bloor St. W.

Through a number of research and development projects the CACS explores cognitive structures and cognitive processes in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, computer science, to educational and clinical practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre hosts a number of regular research seminars and group meetings, devoted to particular topics, in which students are invited to participate. There is an interdepartmental program in graduate studies available in applied cognitive science (see section on Interdepartmental Graduate Specializations, pages 38 - 41).

•Centre for Franco-Ontarian Studies (CFOS)

Head: Normand Labrie
Department: CTL, SE
Telephone: (416) 923-6641 ext. 2323
Location: 6-106, 252 Bloor St. W.

The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, multilingualism and social differences, cooperative learning, language planning, and policy issues. In addition, the CFOS provides direct services to schools and boards, publishes an information bulletin (*l'info créfo*), and houses a resource centre.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directeur : Normand Labrie
Department : CTL, SE
Téléphone : (416) 923-6641 poste 2323
Télécopieur : (416) 926-4714
Courrier électronique : nlabrie@oise.utoronto.ca
Lieu: 6-106, 252 Rue Bloor O.

Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de 'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique et anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pédagogie critique, le plurilinguisme et les différences sociales, l'apprentissage coopératif, es relations entre école/communauté et les questions ayant trait à l'aménagement et aux politiques linguistiques. De plus, le CREFO publie un bulletin d'information, *l'info créfo.*

Centre for Teacher Development

Head: Michael Connelly
Department: CTL
Telephone: (416) 923-6641 ext. 3085
Location: 10-141, 252 Bloor St. W.

The Centre for Teacher Development offers a raduate specialization in teacher development, ngages in research and development projects, nd facilitates preservice and inservice ctivities. In addition, the Centre supports post-octoral fellowships for outstanding scholars nd encourages visiting professorships. eacher development integrates personal, collaborative, and organizational experiences in lifelong pursuit of professional growth. Faculty nterests include gender issues, women in ducation; multiculturalism; teacher evelopment; career development; professional nowledge; action research; narrative and story lling; research on teaching; collaboration; and he contemplative practitioner. Students who ish to specialize in teacher development should pply through the Department of Curriculum, eaching & Learning, indicating clearly in their overing letter and on the application form (B#3) at they wish to be considered for admission to e Centre for Teacher Development. Those who ish to apply through any other OISE/UT department must first contact the chairperson of that department. For additional information, please contact the Centre Head, Michael Connelly.

•Centre for Women's Studies In Education (CWSE)

Head: Dorothy Smith
Department: SE
Telephone: (416) 923-6641 ext. 2237
Location: 12-256, 252 Bloor St. W.

Coordinator: Paula Bourne
Phone: (416) 923-6641 ext. 2368
Location: 11-193, 252 Bloor St. W.

The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre; the periodical *Resources for Feminist Research/ Documentation sur la recherché féministe;* the Canadian Women's Periodical Indexing Group; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education and Professional Women Historians in Canada. Information on all projects is available at the Centre.

The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and lunch-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Secretary, as is a list of CWSE Publications. For further information regarding graduate studies in the area, see Gender Equity in Education and Women's Studies/ Feminist Studies in the Inter-departmental Graduate Specializations section (page 40); and Feminist Studies and Gender Relations in Education in the Department of Sociology in Education (page 138).

•Comparative, International, and Development Education Centre (CIDEC)

Head: Joseph P. Farrell
Department: CTL
Telephone: (416) 923-6641 ext. 2362
Location: 10-139, 252 Bloor St. W.

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE/UT's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE/UT staff and students engage in a significant amount of international and comparative work in their own specialties (over a third of OISE/UT faculty have had significant international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE/UT staff and students and make it available to all members of the OISE/UT community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE/UT, see the Graduate Interdisciplinary Research Foci section (page 42) for Comparative, International, and Development Education and the specialization with the same title listed in the Department of Curriculum, Teaching and Learning (page 137).

•International Institute for Global Education (IIGE)

Co-directors: Graham Pike and David Selby
Department: CTL
Telephone: (416) 978-1863
Location: 310, 371 Bloor St. W.

after August

Telephone: (416) 923-6641 ext. 1863
Location: 10th Floor, 252 Bloor St. W.

The Institute, a cross-departmental centre with a principal attachment to Curriculum, Teaching and Learning, was established in 1992 to contribute to the growth of global education in Canada and internationally through teaching programs, consultancy, curriculum development and research. In addition to offering courses at preservice and graduate level, IIGE faculty provide professional development services for elementary and secondary schools through partnerships with school boards, other universities, national and international non-governmental organizations, United Nations bodies and ministries of education. Research and development projects include the support of global education and national curriculum renewal initiatives in countries in Central and Eastern Europe, Latin America and the Middle East and North Africa.

The Institute promotes dialogue between global educators worldwide and welcomes visiting scholars. Faculty interests include anti-discriminatory education; basic and life skills education; citizenship education; education for development; environmental education, futures education; health education; humane education human rights education; intercultural and multicultural education; education for peace and social justice; education for international understanding; inclusive, interactive and participatory pedagogies.

The Institute houses a collection of specialist resources on global education. Pamphlets and fliers on IIGE, together with details of courses taught by IIGE faculty and lists of IIGE publications (including activity-based resource for teachers) are available from the Institute Secretary.

•The Dr. R. G. N. Laidlaw Research Centre (LRC)

Director: Richard Volpe,
Department: HDAP
Telephone: (416) 978-3458
Location: 45 Walmer Road (ICS)

As the research division of the Institute of Chil Study, the Centre conducts interdisciplinary research on child development. Participating researchers from education, psychology, soci work, sociology, psychiatry, family law and oth academic fields collaborate on various project Current investigations deal with cognitive development, math-science education, integrating children's services, exemplary kindergarten practice, the impact of family conflict on children, the adaptation of refugee children, increasing the effectiveness of read instruction, the integration of special needs students, uses of television in preparing children or school, children's rights, child abuse, and self-regulatory processes in the classroom. Research facilities, computer support, conferencing, and clerical assistance are provided through the Centre. Post-doctoral ellows and graduate students participate in all aspects of Centre activities. Bimonthly "work in progress" seminars provide members with opportunities to share findings and receive critical feedback.

Modern Language Centre

Head: Alister Cumming
Department: CTL
Telephone: (416) 923-6641 ext 2538
Location: 10-237, 252 Bloor St. W.

The Centre is currently undertaking a number of ormal research and development projects, ncluding work related to second-language curriculum, materials development and evaluation, second-language teaching and earning, immigrant settlement and heritage and aboriginal language issues, and the preparation of teacher inservice units. The Centre's esource collection on second-language pedagogy, theory and research is located on the ground floor of the OISE/UT Education Commons.

FIELD DEVELOPMENT ACTIVITIES

The purpose of OISE/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE/UT's Office of Research and Field Activities administers seven regional field centres. The Centre for Leadership Development, housed in the Department of Theory and Policy Studies in Education, also has ield development responsibilities. Two of the centres (Ottawa and Sudbury) provide services or francophone clients.

Because of their geographical location and their close association with the schools in their egion, the field centres provide the main focus of OISE/UT's field development effort. However, OISE/UT as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres n turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the field centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRES

The following is a list of the seven field centres throughout Ontario and the Centre for Leadership Development. The departments listed with each centre currently offer off-campus courses in that region. For more information on OISE/UT courses, both off- and on-campus, contact the centre in your area.

Head, Field Division and Co-ordinator, Technology-Mediated and Off-Campus Programs:

Wayne Seller, Thunder Bay
Telephone: (807) 475-8110
FAX: (807) 475-8149

•Centre for Leadership Development

Room 7-234, OISE/UT
252 Bloor Street West
Toronto, Ontario M5S 1V6
Contact: Vashty Hawkins
Telephone: (416) 923-6641, Ext. 2622
FAX: (416) 926-4752
Department: Theory and Policy Studies in Education

The major focus of the Centre for Leadership Development is planned educational change and leadership roles in educational improvement. The main functions of the Centre are research on different aspects of its major focus, the design of preservice and inservice programs, and field work and consultation based on the research program.

•Midnorthern/Northeastern Centre
Sudbury Office
Gatchell School
31 Tuddenham Avenue
Sudbury, Ontario P3C 3E9
Contact: George Burns
Telephone: (705) 674-8442
FAX: (705) 671-1582
Department: Sociology in Education

The Sudbury office of the Midnorthern/ Northeastern Centre works in close collaboration with the North Bay office, the Centre de recherché en éducation du Nouvel-Ontario (CRENO), the Northern Centre for Instructional Leadership (NCIL), and the regional office of the Ministry of Education and Training. The faculty and research personnel take an integrated approach to graduate studies, research, and field development, using the perspectives, concepts, ideas, and methods of both classical sociology and the new sociology of education. These guide a range of large-scale and small-scale projects relating to equity, policy, planned educational change, and community development. The Centre's involvement in research and development projects includes: inter-agency collaboration; child abuse prevention; relational planning in the FSL and regular program field; community involvement in education; equity of access, program quality, and outcome in education; empowerment and voice in education; First Nations education, including tuition agreement and tuition agreement schooling; and the trusteeship. Most graduate course offerings are in Sociology in Education, Curriculum, and Educational Administration. Centre faculty supervise master's research projects, Qualifying Research Papers, and both master's and doctoral theses.

North Bay Office
Canadore College
Commerce Court Campus
100 College Drive
North Bay, Ontario P1B 8K9
Contact: Bruce Cassie
Telephone: (705) 474-7600 ext. 6553
FAX: (705) 472-7169

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision-making, student problem-solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nations leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in preservice and inservice, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

•Centre de recherches en éducation du Nouvel-Ontario (CRENO)
Centre communautaire Assomption
360, rue Perreault, Salle 1
Sudbury, Ontario P3B 2M7
Directeur : Denis Haché
Téléhone : (705) 674-5740
Télécopieur : (705) 674-3130

Le CRENO dispense ses services aux éducateurs et éducatrices de langue française du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycle supérieurs (Études franco-ontariennes en éducation) offerts en français, ainsi que des engagements dans des domaines de recherche qui reflètent les besoins du milieu scolaire. Les secteurs de la formation et du développement professionnel, de la planification stratégique, d la qualité en éducation, de l'éducation à distance, de l'amélioration scolaire, de l'éducation en milieu minoritaire, de la vitalité ethnolinguistique et d'animation culturelle figurent parmi les activités prioritaires du centr

•Midwestern Centre
51 Ardelt Avenue
P.O. Box 68
Kitchener, Ontario N2G 3X5
Contact: Lynne Hannay
Telephone: (519) 579-0780
FAX: (519) 579-8370

Over the past six years, the Centre has been analysing changing roles of secondary school staff resulting from restructuring. Ongoing investigation of the role of department heads h contributed significant findings to both researchers and practitioners. The Centre has also been involved in facilitating action researc through professional development programs based in individual boards and through gradua education.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Contact: Jack Miller
Telephone: (905) 684-8558
FAX: (905) 687-9447

The Niagara Centre's work is primarily in three areas: the holistic curriculum, staff development, and CRDI (curriculum review, development, and implementation). The Centre is nvolved in both off-campus and on-campus eaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

Northwestern Centre
Agnew H. Johnston School
145 Churchill Drive
Thunder Bay, Ontario P7C 1V6
Contact: Wayne Seller
Elizabeth Smyth
Telephone: (807) 475-8110
FAX: (807) 475-8149

The Northwestern Centre focuses much of its work on school improvement, restructuring, site-based management, and program development. With respect to these initiatives, the dentification and enhancement of skills required by administrators, department heads, teachers, and others is central to much of the Centre's work in professional development. In program development, Centre staff are especially nvolved in assisting schools and school boards n the development of appropriate programs for ntellectually gifted learners. The challenges aced by small secondary schools and the opportunities presented by technology are two other areas of particular interest. In addition, Centre staff are involved in research in gender nd the history of education in Ontario. Centre aculty teach Curriculum courses via distance ducation, particularly computer and audio onferencing.

Ottawa Valley Centre
0 Tiverton Drive
Nepean, Ontario K2E 6L8
Contact: Marie Josée Berger
Telephone: (613) 224-0561
AX: (613) 228-7074
Department: Curriculum, Teaching and Learning; and Sociology in Education

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. Activities include mainly workshops, consultation, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, and research design and data analysis. Topics of interest include alternative learning assessment strategies in the classroom, education in religion, and stages of writing maturation.

Centre régional d'Ottawa
60, prom. Tiverton
Nepean, Ontario K2E 6L8
Directrice : Marie Josée Berger
Téléphone : (613) 224-0561
Télécopieur : (613) 228-7074
Department : de curriculum, d'enseignement et d'apprentissage et de sociologie en éducation

Le Centre régional d'Ottawa offre des services aux conseils scolaires de la région de l'est de l'Ontario. Ces services comportent principalement des ateliers, des consultations, des projets de recherche menés conjointement avec les conseils scolaires dans le champ des stratégies d'évaluation des apprentissages, l'examen de programmes pédagogiques, les schèmes d'expérimentation et l'analyse de données. Parmi les sujets traités, on compte entre autres les pratiques d'évaluation en salle de classe, l'enseignement concernant la religion et l'évolution des habilités de productions écrites.

•Trent Valley Centre
150 O'Carroll Avenue
Box 719
Peterborough, Ontario K9J 7A1
Contact: John Ross
Telephone: (705) 742-8827
FAX: (705) 742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, professional development programs for teachers and others, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs in Curriculum, with a special interest in programs designed in collaboration with school systems to improve school practice.

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization which involves two or more OISE/UT departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the five interdepartmental specializations described in this section have been formally established.

Students must still apply to a specific department, but those interested in enroling in an interdepartmental specialization should so indicate on their application form (B#3).

•ADAPTIVE INSTRUCTION

The Departments of Curriculum, Teaching and Learning; and Human Development and Applied Psychology are offering an interdepartmental specialization in Adaptive Instruction. This program examines issues related to the instruction of students with diverse characteristics in the regular classroom. Factors which contribute to such diversity include designation as exceptional, different cultural, societal and/or linguistic background, and instructional history. The impact of such factors on teachers and teaching are considered, particularly in the core skills areas of reading and literacy.

Courses numbered 4200 (master's level) and 5200 (doctoral level) are unique to the Adaptive Instruction interdepartmental specialization. The courses with these numbers count for each department respectively as part of the requirement that students complete at least half of their courses in their home department.

For details, see the Adaptive Instruction section under each of the above participating department's listings, pages 82 and 119.

•APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE/UT links faculty and students from diverse fields who share an interest in the rapidly developing field of cognitive science. Students can specialize in Applied Cognitive Science through master's and doctoral programs. Individualized programs are designed in consultation with cognitive science faculty in the departments of Human Development and Applied Psychology and Curriculum, Teaching and Learning. Student programs are coordinated by faculty in the Centre for Applied Cognitive Science and may consist of courses offered throughout OISE/UT as well as courses offered by the broader cognitive science community of the University of Toronto, which includes members of the departments of Computer Science, Linguistics, Philosophy, and Psychology. Among the strengths of the Applied Cognitive Science specialization is the variety of programs, scholars, research laboratories, graduate seminars, interdisciplinary projects, and computing facilities to which it provides access.

Applied Cognitive Science is a research-oriented specialization, emphasizing an apprenticeship approach. Accordingly, whether students plan an academic research career or a career in a more applied setting, they are encouraged to involve themselves in research programs of members of the Centre for Applied Cognitive Science. These research programs cover a wide range of efforts to improve education by extending scientific understanding of the human mind. Applied Cognitive Science is broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental life.

Admission Requirements

Applicants must meet admission requirements o a participating department. They must indicate their interest in this specialization on their application form (B#3).

Program Requirements

Individual student programs must meet the requirements of both the home department and the Applied Cognitive Science specialization. Normally, a careful selection of courses will satisfy this stipulation, without any additional courseload.

Master's degree students are required to take six courses, including:

a) 1206 Proseminar in Cognition;

b) 1226 Selected Problems in Educational Psychology;

c) at least one of 1233 Cognition, Developmen and Education and 1234 Foundations of Cognitive Science;

d) one course in research methodology, to be determined in consultation with the faculty advisor.

Where required, doctoral students take comprehensive examinations, planned with a representative of the home department, so as to meet both departmental and Applied Cognitive Science requirements.

Faculty Advisors
Students will be advised by faculty from their home departments who are also participants in the Applied Cognitive Science interdepartmental specialization: C. Bereiter, E. Geva, D. Keating, M. Lewis, P. Lindsay, K. Oatley, D.R. Olson, L. Siegel, and K.E. Stanovich (HDAP); A. Cumming and M. Scardamalia (CTL).

In selecting a thesis supervisor, however, students are not restricted to faculty from the home department.

Courses
Courses that may be counted toward a specialization in Applied Cognitive Science include: 1206, 1226, 1233, 1234, 1237, 3200, 3203, 3209, 3220, 3237, 3243, 3244, 3282, 3287, 5281, and 5283 (HDAP); 1313, 3310, and 3502 (Curriculum/Computer Applications).

Other relevant courses, including courses from other departments in the university, may be counted toward requirements with approval of the faculty advisor and the OISE/UT Registrar's Office, Graduate Studies Unit.

GENDER EQUITY IN EDUCATION

The M.Ed. in Gender Equity in Education is designed as a specialization for educators who are interested in the professional applications of women's studies in schools. Though it is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE/UT programs. Students may take the M.Ed. specialization in Gender Equity in Education in combination with the listed programs offered by the following departments:

Curriculum, Teaching and Learning
Curriculum
Measurement and Evaluation
Teacher Development

Human Development and Applied Psychology
Educational Psychology
School Psychology
Special Education

Sociology in Education

Theory and Policy Studies in Education
Educational Administration
Higher Education
History of Education
Philosophy of Education

The basis for this specialization includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in OISE/UT library and in the Women's Educational Resources Centre. The CWSE provides support and facilities to students taking this specialization.

Admission Requirements
Applicants are admitted to one of the departmental programs listed above. They must indicate "Gender Equity in Education" as their area of specialization (see Supplementary Application Form B, Item #3). The specialization is especially appropriate for students who are working teachers or otherwise professionally active as educators.

Program Requirements
At least three courses must be taken in the Gender Equity in Education specialization. One of these, "Gender Equity in the Classroom" (taught in the Department of Sociology in Education), is required. The remaining two may be selected from the list of courses as shown under "Gender Equity in Education" in the OISE/UT Bulletin 1997/98. Individual student programs must otherwise meet the requirements of the department and in which they are registered.

Faculty Advisors
Students will be advised by faculty advisors from their home Department. Staff at CWSE will also be available. In M.Ed. programs which include a Major Research Paper, the Head of the Centre for Women's Studies in Education will be available to supervise.

Students are advised to contact staff at the CWSE early in their program to learn more about the specialization and about the support and facilities available to them through the Centre.
Caralee Price at CWSE, 923-6641, ext. 2204
e-mail - "cprice@oise.utoronto.ca"
Paula Bourne, Coordinator of CWSE, 923-6641, ext. 2368;
e-mail - "pbourne@oise.utoronto.ca"

•TRANSFORMATIVE LEARNING

The Transformative Learning interdepartmental specialization involves faculty and students from several OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments: Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Theory and Policy Studies in Education; and Sociology in Education.

The specialization is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the specialization its members have links with the International Institute for Global Education, the Faculty of Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Admission Requirements

Applicants must meet the admission requirements of a participating OISE/UT department. (It is possible to apply to more than one department, rank ordering department preferences on the application form.) Applicants must indicate their interest in the Transformative Learning specialization on the application form (B#3).

Program Requirements

Normally, half of a student's courses must be taken in the home department and half in the Transformative Learning specialization. Usually, because of overlap between departmental and specialization course offerings, it is possible to meet this requirement and still take courses elsewhere. Students can take more than the minimum required number of courses in their home department and in the specialization. In cases where the home department requires a comprehensive examination and major research paper or a thesis, these will as far as possible be conducted or supervised by faculty involved in the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Transformative Learning specialization: B. L. Hall, A. R. Miles, J. Quarter, S. H. Razack, A. Tough, and E. V. O'Sullivan (AECDCP); D. Hodson, J. Miller, and R. I. Simon (CTL); C. Beck, D. Misgeld, D. Levine, and H. Troper (TPSE); G. Dei, M. Eichler, R. Ng, and C. P. Olson (SE).

A student's thesis supervisor need not be from the home department. However, at least one thesis committee member must be.

Courses

Courses that may be counted toward the specialization in Transformative Learning include: 1105, 1111, 1131, 1136, 1143, 1144, 1148, 3116, and 3119 (AECDCP); 1354, 1366, and 1386 (CTL); 1405, 1420, 1422, 1428, 1429, 1434, 1444, 1481, 1489, 3423, and 3428 (TPSE 1900, 1903, 1917, 1947, 1948, 1954, 1979, and 3935 (SE).

•WOMEN'S STUDIES/FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs in all of OISE/UT's five departments. Women's Studies/Feminist Studies faculty in these Departments may be consulted in the design of individualized programs of study, while the Centre for Women Studies in Education coordinates these programs.

Programs include courses at OISE/UT and at other departments of the University in the area of women's/feminist studies, gender relations, and sex differences and similarities. The base for this specialization include the large number feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Centre, and the Centre for Women's Studies in Education, which has a strong and active research program.

Admission Requirements

Applicants must meet the admission requirements of a participating department. They must also indicate Women's Studies/Feminist Studies on their application form (B#3). Students with undergraduate degrees or course-work in women's studies are especially strong applicants for this specialization.

Program Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/ Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: A. R. Miles and M. A. Schneider (AECDCP); J. Aitken (CTL); S. Acker, K. Dehli, M. Eichler, H. Lenskyj, R. Ng, R. R. Pierson, S. Razack, K. Rockhill and D. E. Smith (SE); D. Bogdan (TPSE).

In selecting a thesis supervisor, students are not restricted to faculty from their home departments. Students are advised to contact Helen Lenskyj (AECDCP), the coordinator of the Women's Studies/Feminist Studies interdepartmental specialization, early in their program.

Courses

A complete listing of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a brochure available from the Centre for Women's Studies in Education.

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE/UT which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas should so specify on their application form (B#3).

The foci described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

•COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

Student and faculty interests in this focus range from the development of teaching and learning programs and policies dealing with specific social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.

Courses may be of interest to Canadian students who wish to work and live in other cultures or wish to better understand the educational and social systems from which many learners come to Canada's multicultural society. They may also be of interest to international students who wish to relate their studies at OISE/UT to their own societies and learning systems.

The courses and faculty directly involved in this area of concentration are in four of the five OISE/UT departments: Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology in Education; and Theory and Policy Studies in Education. Academic coordination is managed by the Comparative, International and Development Education Centre (CIDEC). This Centre also provides a "gathering place" to connect students and faculty with comparative and international interests via informal seminars, print and electronic newsletters, social gatherings, and a small lounge.

Faculty most directly involved in this focus include: F.M. Connelly, G. Dei, J.P. Farrell, B.L. Hall, R. Hayhoe, D.W. Livingstone, D. Misgeld, C.P. Olson, A. Thomas, and D.N. Wilson.

Students interested in this focus should enrol in a regular degree program in whichever of the four departments noted above corresponds most closely to their general background and interests, clearly noting this as their area of specialization, and should make contact with CIDEC immediately upon arrival at OISE/UT.

Further information may be obtained from Joseph P. Farrell, Head, Comparative, International, and Development Education Centre.

•CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of th school; public alternative schools; progressive, libertarian, and radical critiques of schooling; th political economy of education; global peace an education; multiculturalism; comparative and Third World education; ideologies; education an the labor market; historical-sociological studies of state formation and moral regulation; teache as workers; and development of critical teachin materials and strategies.

Faculty actively working in this focus are: H. Lenskyj, A.R. Miles, S.H. Razack, and J. Quarter and K. Rockhill (AECDCP); K. Bickmor D. Bogdan, D. Corson, J.P. Cummins,

D. Gérin-Lajoie, T. Goldstein, M.A. Levin, R. Morgan, R.I. Simon, and E.V. O'Sullivan (CTL); S. Acker, K. Dehli, G. Dei, M. Heller, D.W. Livingstone, R. Ng, C.P. Olson (SE).

nterested students may consult K. Dehli.

ÉTUDES EN FRANÇAIS

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme multidisciplaire de M.Ed. qui s'intitule «Études franco-ontariennes en éducation» et qui se donne entièrement en français par le biais de 'éducation à distance. Trois cours sont obligatoires. Il s'agit des cours 1300 Fondements des programmes scolaires, 1900 ntroduction à la sociologie de l'éducation et un cours de méthodes de recherche (quantitative ou qualitative). Quelques cours sont aussi offerts sur place à Toronto. Il est à noter que le programme à distance est ouvert également à la clientèle étudiante de Toronto.

Pour de plus amples détails sur les cours de ce programme, veuillez consulter les sections «Department of Curriculum, Teaching and Learning» et «Department of Sociology in Education». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage. Pour tout renseignement, veuillez contacter le Bureau de a coordonnatrice de la programmation en français au poste 2290, ou le Bureau du registraire de l'IEPO/UT, au poste 2608.

GLOBAL EDUCATION

Global education is an holistic paradigm of education predicated upon the interconnectedness of communities, lands and peoples, the interrelatedness of all social, cultural and natural phenomena, the interlocking nature of past, present and future and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of citizenship, development, equity, health, peace, social justice, and environmental sustainability. Its scope encompasses the personal, the local, the regional and bioregional, the national and planetary. Congruent with its precepts and principles, its methodology is experiential, interactive, learner-centered, democratic, convivial, participatory and change-oriented.

Work in curriculum and professional development is undertaken with K-12 teachers and in non-formal and adult/community education settings.

Teaching, research and development work are undertaken across Canada and in partnership with universities, non-governmental organizations and ministries of education in the developing world (often under the auspices of United Nations bodies).

Faculty involved include Kathy Bickmore, Mark Evans, Tara Goldstein, John Myers, Graham Pike and David Selby.

Interested students can obtain information sheets on courses offered by contacting Sonia Hopwood, (416) 923-6641 ext. 1863.

•LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinate groups. In the Canadian context, the suppression of the languages and cultures of native Indian and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to problems of social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J.P. Cummins, and R. Morgan (CTL); D. Corson (TPSE); M. Heller (SE).

•LEARNING AND WORK

This focus is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and other social differences, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this focus are associated with either the Political Economy of Education focus in Sociology in Education or the Workplace Learning and Change focus in Adult Education, Community Development and Counselling Psychology. Much of the relevant research is conducted through the Centre for Study of Education and Work, and the Research Network for New Approaches to Lifelong Learning, which bring together researchers and practitioners from across Canada.

OISE/UT faculty associated with this focus include: Lennox Borel, George Burns, David Corson, Kari Dehli, George Dei, Budd Hall, Edward Harvey, Marilyn Laiken, David Livingstone, Shahrzad Mojab, Roxana Ng, Paul Olson, Jack Quarter, Dorothy Smith, Alan Thomas, and Allen Tough.

For information about focus activities, contact:
David Livingstone, Department of Sociology in Education, OISE/UT
Telephone: (416) 923-6641 ext. 2703
FAX: (416) 926-4751
e-mail: dlivingston@oise.utoronto.ca

or

Jack Quarter, Department of Adult Education, Community Development and Counselling Psychology, OISE/UT
Telephone: (416) 923-6641 ext. 2576
e-mail: jquarter@oise.utoronto.ca

•MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Faculty members involved include: B. L. Hall (AECDCP) P. Gamlin (HDAP); A. Cumming, J. P. Cummins, G. Feuerverger, and B. Harley (CTL); H. M. Troper (TPSE); G. Dei, M. Heller, and R. Ng (SE).

Courses include: 1128 and 3116 (Adult Education); 1203, 1213, 3221, and 3234 (Applied Psychology); 1317, 1334, 1335, 1336, 1337, 1380, 3318, and 3387 (Curriculum); 1019 and 1045 (Educational Administration); 1428, 1429, and 3428 (History and Philosophy of Education); 1903, 1942, 1947, 1948, and 3903 (Sociology in Education)

Students from any OISE/UT department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE/UT and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines, e.g., sociology, psychology, history, anthropology.

•THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in the notational systems of modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning;

literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

Faculty involved in teaching and research on literacy include: J.A. Draper, B.L. Hall, and K. Rockhill (AECDCP); C. Bereiter, E. Geva, D.R. Olson, K.E. Stanovich, and D.M. Willows (HDAP); J. Aitken, D. Booth, B.J. Burnaby, A. Cumming, L.D. McLean, R. Morgan, M. Scardamalia, and C.G. Wells (CTL); D. Corson, D. Bogdan, J.L. Heap (TPSE); K. Dehli, M. Heller, and D.E. Smith (SE).

Courses of possible interest include: 1125 (Adult Education); 1285, 1286, 3209, 3220, 3286, 3287, 4271, 4275, 4292, and 4294 (Applied Psychology); 1310, 1311, 1313, 1315, 1317, 1326, 1327, 1381, 1386, 3313, 3314, 3387, and 3502 (Curriculum); 1045 (Educational Administration); 1462, 1484, 1485, and 3436 (History and Philosophy of Education); 1928, 1942, and 1996 (Sociology in Education).

For information about focus activities, contact D.W. Olson (HDAP), C.G. Wells (CTL), or J.L. Heap (TPSE).

FOUNDATIONS OF EDUCATION AND SOCIETY

This focus will offer mature professionals an opportunity to pursue an interdisciplinary master's level degree together with an intellectual peer community. As currently envisioned, course offerings will combine a broadly-based portfolio of courses in social sciences and humanities, examining major issues in contemporary education and society. The heart of this planned focus will be a unique opportunity for the student cohort to consider these issues in a special seminar setting.

Interested students are encouraged to contact:

Prof. Harold Troper, Department of
Theory and Policy Studies in Education
Telephone: (416) 923-6641 ext. 2512
e-mail: htroper@oise.utoronto.ca

On the following pages is information about graduate studies offered by OISE/UT's five departments - their programs, specializations, research foci, faculty and courses. In any one academic year, not all listed courses will be offered.

Faculty members listed are as of January 1, 1997. Applicants and students may wish to consult the individual OISE/UT department regarding faculty who may be on sabbatical leave during the coming academic year.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule available from the Registrar's Office, Graduate Studies Unit.

DEADLINES, PREREQUISITES, LIMITS

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE/UT schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

COURSE NUMBERING EXPLAINED

Most courses are offered as half-courses, identified by an **H** following the course number. At the time of publication the actual term in which a course is to be offered is not known. Full courses are identified by a **Y** after the course number.

Courses are numbered according to the OISE/UT department with which they are primarily identified. In most instances the first two digits in the course number designate the department; e.g., the 11 in EDT1125H and the 31 in EDT3124H refer to the Department of Adult Education, Community Development and Counselling Psychology.

Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course. The exceptions are courses beginning with a 4 or a 5, which constitute the Adaptive Instruction specialization in the Department of Human Development and Applied Psychology and the Department of Curriculum, Teaching and Learning at the master's and doctoral levels.

In most cases. courses carry the identifier EDT before the course number on the record system. Students should note the exceptions, e.g., MTE in the M.A.(T) program in the Department of Curriculum, Teaching and Learning.

FULL-TIME/PART-TIME COURSE LOAD

Six half-courses ordinarily constitute a full-time program in the Winter Session (typically three in each term). Each half-course normally meets fo thirteen sessions of two and one-half hours or fo twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in the Summer Session. Each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

Individual Reading and Research courses can b arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings.

When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of th graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed o file in the Registrar's Office, Graduate Studies Unit.

Students should carefully note the deadlines b which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 9 - 14.) Further, students are required to have frequent consultations, in person, with th faculty member giving the course and therefore they must be on campus or at least in close proximity so that frequent meetings, ideally onc a week, can occur.

SPECIAL TOPICS COURSES

Each department also offers a number of Speci Topics courses in specific areas not already covered in the regular course offerings.

ADULT EDUCATION, COMMUNITY DEVELOPMENT, AND COUNSELLING PSYCHOLOGY

Budd L. Hall, Ph.D. (UCLA)
Professor, and Chair of the Department
(adult education and global civil society; political economy of adult education; participatory research; poetry and learning in social movements)

Lana Stermac, Ph.D. (Toronto)
Associate Professor and Associate Chair of the Department
(feminist issues in violence; sexual abuse; feminist therapy; forensic psychology)

The department of Adult Education, Community Development and Counselling Psychology welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

For general information about application procedures and forms: Chris Fung, Graduate Studies, (416) 923-6641 ext. 2665

For academic information:

Adult Education and Community Development Programs

-Community, International and Transformative Learning
  Angela R. Miles (416) 923-6641 ext. 2344)
-Collaborative Master of Education in Environmental Studies
  Ed O'Sullivan (416) 923-6641 ext. 2592
-Learning and Teaching
  Adult Learning
    Allen Tough (416) 923-6641 ext. 2345
  Schools Focus
    Ardra Cole (416) 923-6641 ext. 2497
-Workplace Learning and Change
  Marilyn Laiken (416) 923-6641 ext. 2349

Counselling Psychology Programs
  Gladys Kachkowski (416) 923-6641 ext. 2552

ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

FACULTY

William E. Alexander, Ph.D. (Syracuse)
Professor, and Developing Human Resources Coordinator
organization and group dynamics; program evaluation; research methods)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from Theory and Policy Studies in Education
(values education, teaching, teacher education, school renewal)

Barbara J. Burnaby, Ph.D. (Toronto)
Professor, cross-appointed from CTL

Ardra Cole, Ed.D. (Toronto)
Associate Professor
(teacher development; teacher education; teacher education reform; qualitative research methods)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor, cross-appointed from CTL

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; cross-appointed from CTL

Peter Gamlin, Ph.D. (Cornell)
Professor
(dynamic/interactive educational assessment for instruction; Aboriginal studies; indigenous education)

Budd Hall (see above)

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal, practitioners' experienced knowledge; practice theory relations)

Marilyn Laiken, Ph.D. (Toronto)
Assistant Professor, and Developing Human Resources Coordinator
(organization renewal and change; conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)

Keith McLeod, Ph.D. (Toronto)
Professor
(multicultural education; history of adult education; museums and education, and related fields in social foundations of education)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to HDAP
(school psychology: models of service delivery; preventive practices and dynamics of change; social-emotional relationships and depression in schools; creativity and wellness)

Angela Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; education and social movements; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

Shahrzad Mojab, Ph.D. (Illinois)
Assistant Professor
(Equity and diversity in the workplace; anti-racism education; critical and feminist pedagogy; globalization, the state and educational policy; feminism and nationalism; and comparative and international women's education)

Edmund V. O'Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed to Curriculum
(global ecological education; critical pedagogy, holistic education, and community development)

Jack Quarter, Ph.D. (Toronto)
Academic Secretary, Professor
(workplace, organizational and economic democracy; cooperatives; community development; unions)

Alan M. Thomas, Ph.D. (Columbia)
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

Allen M. Tough, Ph.D. (Chicago)
Professor
(adult learning; intentional changes; learning about future generations and other civilizations)

ASSOCIATED INSTRUCTORS

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change

David J. F. Beatty, Ph.D. (Michigan State)
Consultant: organizational development

Margaret Fisher Brillinger, Ed.D. (Toronto)
Adult education and psychotherapist

Bonnie Burstow, Ph.D. (Toronto)
Consultant and feminist therapist: qualitative research; basic processes in adult learning

Clare Kosnik, Ph.D. (Toronto)
Program coordinator in staff development department of Metropolitan Separate School Board and instructor, preservice teacher education, OISE/UT

D'arcy Martin, Ed.D. (Toronto)
Labour educator: adult education and social movements

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Director and Chair, Professional Development and Academic Computing, Humber College of Applied Arts and Technology

Paul Woolner, Ed.D. (Toronto)
Consultant: organizational learning and strategic planning

PROFESSORS EMERITI

Donald H. Brundage, Ed.D. (Columbia)
James A. Draper, Ph.D. (Wisconsin)
M. Dormer Ellis, Ed.D. (Toronto)
Walter G. Pitman, M.A. (Toronto)

ASSOCIATE PROFESSORS EMERITI

Virginia R. Griffin, Ph.D. (Chicago)
Diana J. Ironside, M.A. (Syracuse)

COUNSELLING PSYCHOLOGY PROGRAM

FACULTY

Lana Stermac, Ph.D. (Toronto)
Associate Professor and Associate Chair of the Department
(feminist issues in violence; sexual abuse; feminist therapy; forensic psychology)

ADULT EDUCATION, COMMUNITY DEVELOPMENT, AND COUNSELLING PSYCHOLOGY

Sabir A. Alvi, Ph.D. (Indiana)
Professor
(educational and psychological testing; vocational theory and career development)

Ray Blanchard, Ph.D. (Illinois)
Associate Professor, cross-appointed from the Department of Medical Science
(behavioural sexology, gender disorders, sexual aggression)

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor
(Counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education and counselling)

Solveiga Miezitis, Ph.D. (Toronto)
Professor
(school psychology; models of service delivery; preventive practices and dynamics of change; social-emotional relationships and depression in schools; creativity and wellness)

Niva Piran, Ph.D. (Texas)
Professor
(counselling and health promotion research; feminist counselling; women's mental health; body image development)

Margaret S. Schneider, Ph.D. (York)
Associate Professor
community mental health; human sexuality; esearch methodology; feminist issues; ethics in applied psychology)

Brenda Toner, Ph.D. (Toronto)
Associate Professor, cross-appointed from Department of Medical Science
women's mental health; feminist cognitive-behaviour therapy; functional disorders)

eanne Watson, Ph.D. (York)
ssistant Professor
process-experiential therapy; cognitive-ffective processes in the treatment of epression; psychotherapy process and utcome; the therapeutic alliance)

Otto Weininger, Ph.D. (Toronto)
Professor
(Melanie Klein and object relations theory and psychoanalysis; techniques of diagnosis and psychotherapy; attachment theory and subsequent developmental processes; play theory and research; early childhood education)

ASSOCIATED INSTRUCTORS

Rosemary A. Barnes, Ph.D. (McMaster)
Psychologist, private practice

Will Cupchik, Ph.D. (Toronto)
Psychologist, private practice

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Lynn O. Lightfoot, Ph.D. (Waterloo)
Psychologist, private practice

Frederick Mathews, Ph.D. (Toronto)
Community Psychologist/Manager of Community Support Programs, Central Toronto Youth Services

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Rudolph L. Philipp, Ph.D. (Queen's)
Psychologist, private practice

Nathan Pollock, Ph.D. (Toronto)
Psychologist, private practice

Marsha Rothstein, Ed.D. (Toronto)
Psychologist, private practice

Eva Szekely, Ed.D. (Toronto)
Psychologist/Coordinator of Services to Psychiatry, Centenary Health Centre, Scarborough

Ronald E. Warner, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnic University

INTERNSHIP SUPERVISORS

Judy Silver, Ph.D. (Toronto)
Head, OISE/UT Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Diana R. Brecher, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnic University

Harvey Brooker, Ph.D. (Indiana)
Senior Psychologist, Adult Services, Clarke Institute of Psychiatry, Toronto

Vaughan Church, Ph.D. (Emory)
Senior Psychologist, Queen Street Mental Health Centre, Toronto

Brenda Doyle, Ph.D. (Toronto)
Psychologist, private practice

Paula Gardiner, Ed.D. (Toronto)
Psychologist, Toronto East General Hospital

Monica Gemeinhardt, Ph.D. (Western)
Psychologist/Coordinator, Psychological Services, Bloorview MacMillan Centre, Toronto

Laurie Gillies, Ph.D. (York)
Psychologist, Clarke Institute of Psychiatry, Toronto

Janice Hambly, Ph.D. (Toronto)
Vice-President of Health and Clinical Services, Bellwood Health Services, Toronto

Gregory Hamovitch, Psy.D. (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Randy Katz, Ph.D. (University of London)
Psychologist, Affective Disorders Clinic, Toronto Hospital

Debbie Nifakis, Ed.D. (Toronto)
Psychologist, McMaster University Counselling and Career Services, Hamilton

David Nussbaum, Ph.D. (Waterloo)
Senior Psychologist, Clarke Institute of Psychiatry, Toronto

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Jaan Reitav, Ph.D. (York)
Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child and Family Clinic, Scarborough General Hospital

Larry Tuff, Ph.D. (McMaster)
Director of Training, Clinical Psychology Intern Program, Chedoke-McMaster Hospital, Hamiltor

Ronald Warner, Ed.D. (Toronto)
Psychologist, Ryerson Polytechnic University

Percy Wright, Ph.D. (York)
Staff Psychologist, Clarke Institute of Psychiatry, Toronto

PROFESSORS EMERITI

David S. Abbey, Ph.D. (Toronto)
Clifford M. Christensen, Ph.D. (Minnesota)
Morris N. Eagle, Ph.D. (New York)
David Hunt, Ph.D. (Ohio State)
Ellen M. Regan, Ed.D. (State University of New York at Albany)
John C. Weiser, Ed.D. (Missouri)
Jeri D. Wine, Ph.D. (Waterloo)
Aaron Wolfgang, Ph.D. (Oklahoma)

ASSOCIATE PROFESSORS EMERITI

Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Larry E. Pass, Ph.D. (Alberta)

DESCRIPTION OF THE DEPARTMENT

The Department of Adult Education, Communit Development, and Counselling Psychology provides M.Ed., M.A. and Ed.D. degrees in two Ontario Council of Graduate Studies approved programs:

- Adult Education and Community Developmen
- Counselling Psychology.

Within each of the programs there are further possibilities of specialization. In addition the Department is responsible for the adult education provisions in the preservice B.Ed. teacher education program. A certificate program in adult education is available for those whose academic preparation makes them ineligible for graduate programs. The Counselling Psychology Program offers a course of study leading to eligibility for registration as a Psychologist or Psychological Associate in the Province of Ontario in addition to other specializations. Specific information relevant to each program is presented below.

ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

ADMISSION

The Adult Education and Community Development Program welcomes applications to its graduate programs from qualified candidates from Ontario, other parts of Canada, and abroad. Admissions procedures are described in the Application Procedures section, pages 29 - 31. Please note that January 15 is the deadline for receiving applications to all degree and certificate programs.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission, Program and Degree Requirements section, pages 21 - 28. Consequently, a number of qualified applicants are disappointed. In some cases the committee may suggest re-application for a later year.

The program requires that the résumé submitted along with the application form provide clear and complete information about the applicant's past experience in adult or related aspects of education - at minimum one year. Applicants must also submit a letter of intent which states heir scholarly interests and how these will enhance their contribution to the field and to their future career goals.

A Qualifying Research Paper (QRP) is required of doctoral applicants who have not completed an M.A. thesis.

AREAS OF SPECIALIZATION

Areas of specialization are available at the certificate, master's and doctoral levels. The department provides a place to study and to contribute to theory, practice, and policy concerning formal and informal individual and collective adult learning and teaching in small groups, schools, organizations, communities, social groups, and social movements within local, national and international contexts.

The Adult Education and Community Development Program is organized into three broad areas of specialization, described below:

- **Community, International and Transformative Learning**

Faculty and students in the Community and International Transformative Learning specialization share a concern for education, collective action, social justice and planetary survival. They understand learning and teaching to be a complex, multifaceted social , economic, political, cultural and spiritual endeavour. They come from Canada and abroad and bring varied backgrounds in feminist, ecological, anti-colonial, anti-racist, marxist/socialist, indigenous, popular, and holistic education, liberation theology, community organizing, and community development (for example) to a rich dialogical learning experience informed by critical analyses and transformative visions.

Transformative learning and education emphasizes the local and the global/planetary aspects of all these educations and recognizes the links between the varied issues they focus on and between the various regions of the world. The working group offers an environment where students of diverse backgrounds, experiences and perspectives and varying levels of expertise can challenge and support each other to broaden and deepen their approaches as they undertake research and contribute to knowledge in particular areas of specialization (or as they pursue particular areas of specialization) at either the master's or doctoral level on a part-time or full-time basis.

Knowledge and learning/teaching outside the academy are honoured and emphasis is place on building strong, mutually beneficial connections with diverse individuals, groups and communities in Canada and abroad engaged in creating and disseminating this knowledge.

The program also supports involvement in OISE/UT-wide interdepartmental specializations in the field of Feminist Studies, Transformative Learning Studies, and Comparative, International and Development Education. Applicants interested in the interdisciplinary focus in Comparative, International and Development Education should communicate directly with the Comparative, International, and Development Education Centre (Joseph P. Farrell, Head).

OISE/UT offers in cooperation with the Institute for Environmental Studies at the University of Toronto a Collaborative Master's Degree in Environmental Studies. This program is carried within OISE/UT jointly through the Department of Adult Education, Community Development, and Counselling Psychology; Sociology; and Curriculum, Teaching and Learning. Interested applicants should apply through the "Community, International and Transformative Learning" specialization. (Edmund O'Sullivan, Coordinator)

•Learning and Teaching

The Learning and Teaching specialization is concerned with adult learning and teaching within and outside institutional contexts. Within the specialization are two sub-foci: one concerned with adult learning and teaching in diverse informal and organizational settings; the other concerned with school renewal and the learning and teaching of educators who work in schools. The two foci are united by a common commitment to the principles of adult learning.

The Adult Learning/Teaching subfocus includes courses in adult learning, program planning, teaching adults, small group process, maturation, the future and adult education, teaching about issues, and other aspects of adult learning and teaching. This subfocus attracts students who are interested in teaching diverse subjects to adults in a wide range of informal, community, school, college, university, religious, and organizational settings.

The Schools and Teaching subfocus is designed for those interested in school renewal: teachers, consultants, school administrators, and other school professionals. The work of the Schools and Teaching subfocus is distinguished by: placing teachers at the centre of school renewal; school-based work; teachers as researchers; multiple forms of inquiry; mutuality in relationships; and preservice-inservice links.

•Workplace, Learning and Change

The focus, Workplace, Learning and Change, has two complementary themes: First, a transformative analysis of the workplace and, second, an examination of alternative approaches to workplace design. The first theme situates the workplace within a broader social framework, including the impact of both various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some issues to be considered are: the meaning of work in the modern world; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. these alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive, and respectful work environments; grater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production.

This focus subsumes a broad interpretation of the workplace. It includes differing locations fo work, such as the home and community, and non-informal as well as formal workplace arrangements. The analysis of learning is done from the perspective of the individual, the group and the system.

Applications are invited both from persons not currently in the labour force but with an interest in the study of workplace change, and from practitioners who are involved in the process of organizational learning and change in such areas as adult education, human resource development, organizational consultation, equity leadership and industrial relations. Practitioners may be from all sectors of the economy (private, government, non-profit, cooperative) as well as from labour unions in those sectors. Students can be either part-tim of full-time.

Students may include in their program courses offered by other OISE/UT and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office, Graduate Studies Unit, students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE/UT courses.

The Adult Education and Community Development program has close working relationships with other OISE/UT programs such as Sociology and Equity Studies, Curriculum, Teaching and Learning, and Theory and Policy Studies allowing for individually tailored programs of study.

CERTIFICATE AND DIPLOMA PROGRAMS

Certificate in Adult Education

The Certificate Program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in the Department of Adult Education, Community Development and Counselling Psychology .

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate Program are those that apply to the equivalent category of Special Student. ncidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid. (See Fees section, pages 185 - 187.)

nquiries are to be directed to the Program Chairs in the areas of specialization which are of he most interest. Application forms can be btained by contacting the department.

Diploma in Adult Training and Development

This Diploma Program is designed for trainers, facilitators, leaders and managers who want to train or facilitate the learning of others. The program consists of five modules listed below, and a practicum.

- Understanding the Adult Learner
- Needs Assessment
- Design and Development
- Presentation Skills and Techniques
- Facilitation Skills

The Diploma in Adult Training and Development is awarded upon completion of all modules and a practicum demonstrating competency in all areas covered in the program. A Practicum Report must be submitted to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program to complete their Practicum Report.

Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program is $3,210. Modules may be taken individually.

Inquiries: For more information and/or to register, contact:
Maria Fryman, Coordinator or
Bill Alexander, Director
Phone: (416) 923-6641 ext. 2558.
FAX: (416) 926-4709
http://www.oise.utoronto.ca/training/

DEGREE PROGRAMS

MASTER OF EDUCATION

Admission to the Master of Education program normally requires mid-B standing in the final year of a four-year University of Toronto undergraduate degree, or its equivalent, in a relevant discipline or professional program.

The M.Ed. program consists of ten half-courses plus a comprehensive requirement. At least five of the ten half-courses should be from the Adult Education and Community Development program offerings. The comprehensive requirement can be fulfilled through one of several alternatives (see Departmental Guidelines). The comprehensive is due one month prior to the grades' deadline of the term in which the M.Ed. student's final course is taken. The comprehensive will be graded as pass or fail by two Adult Education and Community Development faculty members, ordinarily at least one from the student's specialization.

NOTE: Students should be aware that they must be registered during the term in which the comprehensive requirement is completed and pay the designated fee. (See Continuity of Registration, page 18.)

M.Ed. students wishing to apply to a doctoral program are also required to complete a Qualifying Research Paper or QRP (see Departmental Guidelines). The QRP is done under the supervision of an Adult Education and Community Development faculty person who has agreed to serve in this role and the final product is approved by a second faculty member. With the approval of the QRP supervisor, students can use up to two reading courses for specialized work related to preparing the QRP. One approach to the QRP is to build upon the line of inquiry used for the comprehensive. Students undertaking the QRP should take at least one research methods course as part of their M.Ed. program.

COLLABORATIVE MASTER OF EDUCATION IN ENVIRONMENTAL STUDIES

OISE/UT and the Institute of Environmental Studies (U. of T.) have initiated a collaborative M.Ed. degree. This program is administered in the Department of Adult Education, Community Development, and Counselling Psychology in collaboration with the Community, International and Transformative Learning Specialization.

The arrangement is for students to take between two and four half-credit courses from among the graduate coursed listed with the Institute of Environmental Studies. Courses of particular interest include:

IES 1001F	Environmental Decision-making
IES 1002S	Environmental Management Case Studies
IES 1700F	Environmental Economics
IES 1701F	Environmental Laws
IES 1705F	Corporate Perspectives on the Environment
IES 1202S	Environmental Issues in Developing Countries
JPY 1201S	Politics, Bureaucracy and the Environment
MIE 1901F	Technology, Society and the Environment

Internships for students in this option are sometimes available through the Institute for Environmental Studies.

For further information please contact:
Edmund O'Sullivan, Adult Education, Community Development and Counselling Psychology
Phone: (416)923-6641 ext. 2592
Margrit Eichler, Sociology and Equity Studies
Phone: (416)923-6641 ext. 2276
Roger Hansell, Graduate Coordinator
Institute of Environmental Studies
Phone: (416) 978-6409

MASTER OF ARTS

Admission to the Master of Arts program normally requires a four-year University of Toronto Bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto mid-B standing in the final year. The M.A. program consists of eight half-courses and a thesis. (Additional courses may be required of some applicants.) It can be taken on a full- or part-time basis. (See the Minimum Admission, Program and Degree Requirements section for other program requirements, pages 21 - 28.)

DOCTOR OF EDUCATION

The Ed.D. program in Adult Education and Community Development is designed to provide advanced studies for practitioners who are preparing themselves for further leadership in the field. Those who have not written a thesis as part of their master's program must submit a Qualifying Research Paper (QRP) with their application. (See the Minimum Admission, Program and Degree Requirements section for admission and program requirements, pages 21 - 28.)

PRESERVICE TEACHER EDUCATION PROGRAM

OISE/UT offers a Bachelor of Education degree with teaching supported by all departments. Faculty members in the Adult Education and Community Development program participate in this degree as well.

COUNSELLING PSYCHOLOGY PROGRAM

The Counselling Program offers three areas of specialization:

- Counselling Psychology for Psychology Specialists (M.Ed., Ed.D.)
- Counselling Psychology for Community Settings (M.Ed., Ed.D.)
- Counselling Psychology for Educational Settings (M.Ed.)

Applicants should consider each in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each specialization are provided on the following pages.

Details on the specific program and degree requirements for each specialization are contained in a brochure called **Guidelines for Programs in the Department of Adult Education, Community Development, and Counselling Psychology** published each January and provided to newly admitted students at the time the offer of admission is made.

At present, the Guidelines for the Counselling Program can be found in the January 1996 Guidelines for Programs in the Department of Applied Psychology. A new version will be forthcoming in 1997 in AECDCP.

The department does not ordinarily permit students to commence a degree program in January.

ADMISSION REQUIREMENTS

In addition to the minimum degree requirements described earlier in this publication, some programs in this department will have specific requirements relative to the nature and length of the program. These will be found with the description of the programs which follows. Applicants should always consult the Minimum Admission, Program and Degree Requirements section, pages 21 - 28, as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Counselling Psychology.

Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program.

Normally, students apply only to one specialization in the department and this should be indicated with their letter of intent. An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Registrar's Office, Graduate Studies Unit, or the department to ensure that their file is complete.

COUNSELLING AND PSYCHOLOGY CLINIC

Director: Judith A. Silver

The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational Test Library.

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following programs are designed to meet the academic requirements for registration by the College:

- M.Ed. Counselling Psychology for Psychology Specialists
- Ed.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.Ed. program is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ed.D. program is an M.Ed. or M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.
For further information on registration as a Psychologist or Psychological Associate, contact:

The Registrar
College of Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1S5

The Department of Adult Education, Community Development and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In view of the college of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COUNSELLING PSYCHOLOGY SPECIALIZATIONS

•COUNSELLING PSYCHOLOGY FOR PSYCHOLOGY SPECIALISTS

MASTER OF EDUCATION

The M.Ed. program is designed for applicants interested in working in careers in psychological services and who meet the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ed.D. in Counselling Psychology for Psychology Specialists program, which is designed to meet the academic requirements for registration as a psychologist with the College of Psychologists of Ontario. (See the Ed.D. program on the following pages.) Note, however, that admission to the M.Ed. program does not guarantee admission to the Ed.D. program.

Admission Requirements
Admission is limited to applicants who have a University of Toronto four-year bachelor's degree in psychology or its equivalent (defined as eight full courses in psychology, including one half-course in research methods and at leas three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto A- or better.

Program of Study
The M.Ed. program in Counselling Psychology for Psychology Specialists consists of eight half-courses and a master's research project (MRP). The MRP is supervised by a faculty member. Students will plan their program in consultation with their faculty advisor. Every program will include counselling theory and practicum, as well as courses in assessment, ethics, and research methodology.
Arrangements regarding a practicum placemen must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course EDT1203 (Practicum in Counselling).

Full-time on-campus study is required from September to April, which represents the Winte Session. Normally, six half-courses are taken during this period.

DOCTOR OF EDUCATION

The principal emphasis in this program is on th development of an advanced level of the counselling and assessment skills appropriate an understanding of individuals and the tactics for bringing about appropriate change in their behaviour and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of th program will be prepared to assume a variety positions in psychology, education, and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Admission Requirements

The Ed.D. program in Counselling Psychology requires the following:

a) A University of Toronto four-year bachelor's degree in psychology or its equivalent (defined as eight full courses in psychology, including one half-course in research methods and at least three full-course equivalents at the third- and fourth-year level)

b) Normally, a University of Toronto M.Ed. degree with specialization in Counselling Psychology for Psychology Specialists, or it equivalent, with standing equivalent to a University of Toronto A- or better. Students with a four-year bachelor's degree in psychology who began the M.Ed. for Community Settings program (formerly the M.Ed. (A) program) prior to the 1995 Summer Session may also be eligible to apply for admission.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper.

Program of Study

Students will plan individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the counselling staff. These are:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues.

Courses covering these areas are required.

Normally, eight half-courses will be required. Each student must complete a minimum of two years of full-time on-campus study. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

Internship

All students are required to complete 2000 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice or counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken during the second year of full-time study. **A reading list defining the required areas of knowledge is available.**

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology:

- the biological bases of behaviour,
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences.

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues

•COUNSELLING PSYCHOLOGY FOR COMMUNITY SETTINGS

MASTER OF EDUCATION

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements

a) a three-year University of Toronto bachelor's degree or its equivalent, or a four-year University of Toronto bachelor's degree or its equivalent, from areas other than psychology, completed with standing equivalent to a University of Toronto mid-B or better.

b) at least one year of relevant experience.

Program of Study

The M.Ed. Program in Counselling Psychology for Community Settings requires ten half-courses plus a comprehensive examination. Individual programs will be planned by the student in consultation with a faculty advisor. Within the four half-courses required in Counselling Psychology every program will contain counselling and group theory and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course EDT1203 (Practicum in Counselling).

In addition, it is highly recommended that students select an appropriate course in research methodology in consultation with their advisor.

Note: Applicants with a four-year bachelor's degree in psychology cannot apply for this program. They can apply only to the M.Ed. program in Counselling Psychology for Psychology Specialists.

DOCTOR OF EDUCATION

Counsellor training in this program emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Consult the department guidelines about specific course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education programs found in the Minimum Admission, Program and Degree Requirements section, pages 21 - 28, the Program in Counselling Psychology requires the following:

a) a University of Toronto three- or four-year bachelor's degree or its equivalent in an area of specialization other than psychology

b) the applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology for Community Settings or in Guidance and Counselling from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto B+ or better;

c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper.

Program of Study
Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Internship
The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Thesis
All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

COUNSELLING PSYCHOLOGY FOR EDUCATIONAL SETTINGS

MASTER OF EDUCATION

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario Ministry of Education and Training's Specialist Certificate in Guidance. Further information may be obtained from:

Teachers' Certification & Information Service
Ministry of Education and Training
18th Floor, Mowat Block,
Queen's Park
Toronto, Ontario M7A 1L4

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology for Community Settings

Admission Requirements
a) a three- or four-year University of Toronto Bachelor's degree or its equivalent, from areas other than psychology, with standing equivalent to a University of Toronto mid-B or better;
b) teacher certification;
c) at least one year of teaching experience.

In addition to the above, admission to this program ordinarily requires the following background:

a) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level

or

b) satisfactory completion of a program of qualifying work at OISE/UT. This program will ordinarily include a half-course in child and adolescent development (EDT1201) and one additional half-course in Counselling Psychology;

or

c) the Ontario Specialist Certificate in Guidance.

Program of Study
Candidates may pursue this program on a full- or part-time basis. The M.Ed. requirements for this degree are ten half-courses plus a comprehensive examination.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Counselling Psychology every program must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course EDT1203 (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

COURSES

Not all of the courses listed on the following pages are offered in any given year. To be clear on course offerings for the coming year, please check the OISE/UT course schedules for appropriate sessions. These will be available at a later date from the Registrar's Office, Graduate Studies Unit.

ADULT EDUCATION AND COMMUNITY DEVELOPMENT

EDT1100H Outline of Adult Education
Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in 1100H during the first term of their program.
B.L. Hall, and A.M. Thomas

EDT1101H Program Planning in Adult Education
Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

EDT1103H Methods of Inquiry in Adult Education
A critical examination of the research process. Topics will include: philosophy of science and research approaches, problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference.
L.E. Davie, or staff

EDT1105H Community Education and Development
This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of (1) oppressed groups, (2) classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education, and (3) a variety of case studies.
A.R. Miles, J. Quarter, S.H. Razack, or staff

EDT1106H Small-Group Experience and Theory
A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
A special section of this course is offered to DHR students and others who are interested in the application of small-group theory to team development within organizational settings. This section is entitled "Developing High-Performing Teams."
W.E. Alexander, M. Laiken, or staff

EDT1108H Adult Learning (Pass/Fail)
Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?
A.M. Tough, or staff

EDT1110H Teaching Adults
Through a combination of experiential and theoretical components, this course explores ways that facilitators/teachers/workshop leaders may enhance adult learning processes i group settings. The effectiveness of different teaching approaches under various conditions is considered. Opportunities are provided for practice with feedback.
Students are strongly encouraged to take 1108H before registering for 1110H.
Staff

EDT1111H Crucial Questions about the Future: Implications for Educators

An exploration of several important questions through, reading, thinking, and discussion. What sort of society, planet, and technology will future generations inherit from us? Why do we care? How can we deal with global problems? How can learning and research help us achieve a positive future? As educators and citizens, how can each of us contribute?
A.M. Tough, or staff

EDT1113H The Maturation Process and Adult Learning

The course offers an introductory survey of several approaches from the emerging field of adult development. The links between development and learning are explored, especially as they relate to adults' changing needs and capacities for learning throughout life.
Staff

EDT1114H Comparative Studies in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
A.M. Thomas, or staff

EDT1116H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C.M. Beck

EDT1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

EDT1118H Group Problem-Solving in Adult Education

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS) a semi-structured problem-solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (Psychosynthesis), as well as other theories of group behaviour. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.
W.E. Alexander, or staff

EDT1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
Prerequisite: 1130H or permission of instructor.
Staff

EDT1122H Practicum in Adult Education (Pass/Fail)

This course provides an opportunity, in a field setting, to enhance professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students design their own practicum projects with the help of faculty, field supervisors, and other students. The weekly seminar is used to provide consulting help and content input related to field issues that arise during the course of the projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
Staff

EDT1124H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both preservice and inservice program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.

D.N. Wilson, or staff

EDT1125H Adult Basic Education

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

Staff

EDT1127H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.

J.P. Farrell, or staff

EDT1128H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.

D.N. Wilson, or staff

EDT1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have a interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning need of its members, participants learn experientially as well as theoretically about the "disciplines" o developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking. (Argyris, 1990; Senge et al, 1994; Chawla and Renesch, 1995).

M. Laiken or staff

EDT1131H Special Topics in Adult Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

EDT1133H Introduction to Qualitative Research in Adult Education
This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.
Prerequisite: Permission of instructor.
B.J. Burnaby, or staff

EDT1135H Practicum in Organization Development (Pass/Fail)
This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and nstructor identify learning objectives, select ield sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input elated to students' practicum projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, or staff

EDT1136H Political Economy of Adult Education
This course critically analyses the historical and ontemporary relationship of Canadian adult ducation programs to political and economic tructures and processes. The course draws articularly from the work of Marx, Gramsci, Miles, and Freire and from the indigenous Canadian political economy tradition initiated by nnis. An essential concern of the course is to dentify how adult educators can contribute to undamental social change. The main focus is on he Canadian context, but international xamples are included for comparative urposes.
.L. Hall, or staff

EDT1137H Evaluation of Adult Education Programs
This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how should an evaluation be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
L.E. Davie, D.N. Wilson, or staff

EDT1138H Social Foundations of Adult Learning
A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A.M. Thomas, or staff

EDT1139H Introduction to Comparative, International, and Development Education
This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J.P. Farrell and D.W. Livingstone

EDT1140Y Adult Education and Developing Human Resources
Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined

through an experiential design. Some dimensions that may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of socio-technical design, and the concept of the Learning Organization. Prerequisite: Permission of instructor.
W.E. Alexander, or staff

EDT1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of readings, audio-tapes, guest speakers and group discussion, provide a broad overview of the evolution of Organization Development from early management theory to current practices in the field and offers an opportunity to evolve one's own perspective as a practising or aspiring organization consultant. The course provides a good introduction for those new to the field.
M. Laiken, or staff

EDT1143H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.
A.R. Miles, S.H. Razack, or staff

EDT1144H Teaching about Global and Social Issues

How can we help people of all ages learn about world problems, social issues, rapid change, potential futures, controversial questions, and emotion-laden subjects? An opportunity to facilitate and experience such learning, and then to reflect on these experiences during class discussions and reading. Attention will be focused on cognitive changes, emotional responses, action decisions, coping strategies, and various approaches to teaching and learning.
A. M. Tough

EDT1145H Participatory Research in the Community and the Workplace

A course concerned with the theory and practice of participatory research as it has particularly been developed in adult education settings in both the community and the workplace. The course focuses on theory drawn from North American, Third World, and feminist work and from case studies in a variety of settings, and it emphasizes the collaborative production of knowledge in real-life settings.
B.L. Hall

EDT1146H Women, Globalization and Citizenship

This course will focus on the impact of globalization on women and citizenship. It will study current feminist approaches to the study of nationalism, multiculturalism, and identity. W will engage in a critical analysis of contemporar problems of gender and citizenship. Specificall we will examine the link between globalization o socioeconomic relations and nation-states; the relationship between citizenship and nationality and citizenship rights versus human rights. The course will offer a comparative and internationa perspective.
S. Mojab

EDT1148H An Introduction to Workplace, Organizational and Economic Democracy

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material the course will be interdisciplinary.
J. Quarter

EDT1150H Women, Education and Leadership: Feminist Perspectives

This course will examine feminist critiques of androcentric leadership and investigate femini alternatives that challenge oppressive social practices, systemic misogyny, racism, homophobia and socio-economic inequality in fields such as nursing, teaching, social servic and recreation.
H. Lenskyj

EDT1152H Individual Reading and Research in Adult Education: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

EDT1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace. It will examine forces which facilitate workplace change; will identify sources of resistance; and will explore avenues to address the existing inequalities in the workplace. We will examine the changing nature of work and workplace in their local, national and global contexts.

S. Mojab

EDT1160H Introduction to Transformative Learning Studies

This is the foundation course for the Transformative Learning focus. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.

E.V. O'Sullivan

EDT1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups. Not open to doctoral students.

Staff

EDT1171H Examining the Teaching-Learning Process from an Aboriginal Perspective

This course will familiarize Native and non-Native students with the teaching-learning process from a traditional Native perspective. An emphasis will be given to "identity" development. Students will examine critical issues in Native education including: learner characteristics, curriculum development and the impact of self-governance in the creation of educational policy for Aboriginal students.

P. Gamlin

EDT1172H Contextual Assessment for Enhancing Classroom Learning

Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social-emotional functioning. Experimentation with alternative strategies to enhance motivation and learning. Prerequisite: Permission of instructor.

S. Miezitis

EDT1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.

S. Miezitis

EDT1174H Teachers as Thoughtful Practitioners

This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's role.

C. Beck

EDT1175H Teacher Learning in School Contexts

The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teacher development, and engage in a practical inquiry designed to explore the role of the school in facilitating ongoing learning and professional growth.
A. Cole

EDT1176H Teachers within Social, Political, and Cultural Contexts

This course attempts to place teachers within the broader societal context. Topics include: changes in the expectations of teachers; the impact of changes in the family and society generally; multiculturalism; gender issues; power structures in schools, schoolboards and the Ministry; the effect of unionization; the emerging conception of teachers as researchers; and professional education of teachers to meet the new challenges.
C. Kosnik

EDT1177H Cross-Cultural Roots of Minority Child Development: Implications for Teaching and Learning

This course considers teaching and learning in contexts where physically identifiable ethnocultural groups of learners, children and adults, reflect distinct and positive socialization practices owed to their cultures of origin. Several issues are pursued and include the following: to what extent can the development and socialization of minority children and adults be seen as continuous with their ancestral cultures? To what extent have cultural and political conditions in Canada modified developmental and socialization processes, yielding discontinuities with ancestral cultures. To what extent have the ancestral cultures changed, yielding cross-generational discontinuities in the development and socialization of immigrants from the same countries? Implications of the above for Aboriginals in Canada are also considered. A primary objective in class discussion is to show how culture of origin will impact on the teaching-learning process.
P. Gamlin

EDT3102H Thesis Research Seminar in Adult Education (Pass/Fail)

This seminar is designed to support the development of the Ed.D. dissertation. Emphases will depend on the needs of the students each year, but may include questions of epistemology, philosophical stance, validity, reliability, research designs, ethics, and data collection strategies. The course is designed to be taken by Ed.D. students in their year of residence, although part-time Ed.D. students may wish to take it earlier in their program if their year of residence is delayed. While helpful at any time, it is most appropriately taken concurrently with preparation of the research proposal. Support groups will be composed of students with similar research interests.
Prerequisite: One or more courses in research design.
J. Quarter, or staff

EDT3105H An Examination of Mass Programs in Adult Education

An analysis of large-scale programs in adult education that are devoted to altering knowledge, attitudes, and/or skills among substantial numbers of people. Perspectives from related areas of inquiry, political science, sociology, marketing, etc. will be explored, as a means of enlarging understanding of this area of the management of learning in society.
J.P. Farrell and A.M. Thomas

EDT3108H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson, or staff

EDT3113H Theories of State, Equity, and Adult Learning

This course will offer a critical framework for analysing the role of social movements and modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalised groups. We will examine the potential and limitations of equity initiatives in areas such as, but not limited to, education, health, social and legal services. The course will also examine alternative approaches designed to build inclusive communities.
S. Mojab

EDT3114H Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
D.N. Wilson, or staff

EDT3115Y Women's Learning in the Development of Critical Consciousness

Drawing upon postmodern theory, critical onsciousness as an approach to feminist earning, education, and politics is explored. An mphasis is placed upon theories and voices of women from the "margins" in order to examine ow women variously embody and live their ocial construction through race, class, and eterosexism, and how these constructions are egulated and resisted. The concept of political utobiography is used in order to critically nalyse how personal experience is produced rough power relationships in everyday life. sing memory-work, participants are ncouraged to theorize from a range of creative rms of expression while exploring the scursive boundaries between artistic and cademic production. Background in anti-racist nd/or feminist theory and practice helpful.
Rockhill, or staff

EDT3116H Adult Education in Cross-Cultural Contexts

Discussions relating to the impact of culture on adult learning and teaching styles; critical examination of anti-racist and multicultural education combines a theoretical and experiential approach with an emphasis on contemporary issues.
B.L. Hall, or staff

EDT3117H Learning and the Law

Continuing education systems - that is, educational systems available throughout individual lifespans - are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A.M. Thomas, or staff

EDT3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.
A.R. Miles, or staff

EDT3120H Women in Development and Community Transformation

This half-course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a Southern perspective.
A.R. Miles and staff

EDT3125H Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.
A.M. Thomas, or staff

EDT3126H Education and the Global Community: Critical-Visionary Dimensions

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
E.V. O'Sullivan, or staff

EDT3134H Global Ecological Issues from a Community Educational Perspective

This course examines community development at both a global and grassroots level. The major focus is on ecological issues and their relation to the development of community with a strong emphasis on economic development and community-building. Alternative economic perspectives will be offered.
E.V. O'Sullivan

EDT3131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

EDT3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

EDT3170H Perspectives on Qualitative Research on Learning and Teaching: Part I

Students in this course will have opportunities to explore a variety of "alternative" approaches to the study of schools and teaching, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research. Priority will be given to doctoral students enrolle in the Schools and Teaching Specialization.
A. Cole

EDT3171H Perspectives on Qualitative Research on Learning and Teaching: Part II

This course is a continuation of 3170H. In Part the various alternative approaches to the study of schools and teaching will be further examine with an applied focus. Emphasis will continue t be placed on issues associated with doing qualitative educational research.
Prerequisite: 3170H
A. Cole

EDT3172H Renewal in Adult Education

This course is based on the Spirit of Renewal framework. The values in the Spirit of Renewal (1) Equity of expertise, (2) Synergy of sharing, (3) Positive orientation, (4) Continuity, (5) Contradiction, and (6) Human potential, will ser as the basis for participants to develop their ow images and qualities of these beliefs. Once these images and qualities are shared, they wil serve to develop action plans in whatever form adult education the participants are concerned
D. Hunt

EDT3173H Effecting Change in the Schools

Theory and practice in visualizing and initiating change in educational settings. Dynamics of consultant and consultee relationships.

Preventive models of service delivery based on collaborative problem-solving approaches. Analysis of practicum experiences in school or other settings of students' choice.
Prerequisite: Permission of instructor.
S. Miezitis

EDT3174H Dynamic Assessment for Instruction: Part I

Students will collaborate in a socio-cultural investigation of learning and teaching wherein the analysis will work against the tendency toward disciplinary fragmentation and isolation. Human beings are viewed as coming into contact with, and creating, their surroundings as well as themselves through the actions in which they engage. Significant learning and teaching is discussed from this perspective, primarily through the framework provided by L.S. Vygotsky. Specific applications of this approach are described, particularly in relation to aking new directions in assessment and nstruction.
P. Gamlin

EDT3175H Dynamic Assessment for nstruction: Part II

Students will collaborate on a project that will be he outgrowth of discussions in part I (3174H). New directions in assessment for instruction are explored from a Vygotskian perspective. Part I s a prerequisite for this course.
P. Gamlin

EDT1978H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally hat have focused on women's health, broadly efined. Various feminist analyses of women's earning and women's health will be evaluated, with particular attention to factors such as social lass, race/ethnicity, and sexuality. In xamining women's health and the implications r women's learning, the course will include iscussions of reproduction, sexuality, violence, mental health, body image, and recreation. ommunity education and development itiatives in these areas will be evaluated. nally, health professionals' responses to omen's health movements, and the implications r women in the health professions, will be vestigated.
. Lenskyj

EDT3974H Race and Knowledge Production: Issues in Research

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post- colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

EDT3977Y Qualitative Research: Implications of Feminist and Postmodern Theories for Practice

If we work from the perspective that knowledge is constructed through relationships of power, what are the implications for the production of "truth" in academic inquiry? Feminist postmodern critiques of the concepts of experience, objectivity, subjectivity, knowledge, power, and truth are considered in relation to various qualitative research methodologies. As participants conduct a small research project in the area of adult education, related problematics - such as ideology, voice, narrative and interpretive control, appropriation, (de)construction, objectification, generalization - are also considered.
Prerequisite: Permission of instructor.
K. Rockhill, or staff

COUNSELLING PSYCHOLOGY

EDT1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.
S. Miezitis

EDT1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school

years, intermediate years, adolescence) and the problems of each period. As well, preventive and remedial phases of mental health are examined.
R. Volpe and Staff

EDT1202H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change.
Full-time Guidance and Counselling students may take 1202H concurrently with 1203Y.
Counselling students will have priority for enrolment in this course.
Staff

EDT1203Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Note: Practicum plus class work during the Summer Session takes five full days per week.
Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.
Prerequisite: 1202H, for Counselling students only. Full-time Counselling students may take 1203Y concurrently with 1202H.
M.A. Guttman, and staff

EDT1205H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

EDT1208H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

EDT1212H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of instructor.
Staff

EDT1214H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighborhoods videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of instructor.
Staff

EDT1219H Ethical Issues in Psychology

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Legislation impacting professionals working in psychology is reviewed, and standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices. For Counselling Psychology and HDAP students.

M. Schneider and staff

EDT1228H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.

Staff

EDT1229H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.

Prerequisite: Permission of instructor.

Staff

EDT1243H Seminar in Community Psychology and Community Development

The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.

Staff

EDT1247H Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 203Y Practicum in Counselling. The two courses may only be taken by students enrolled n Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.

M.A. Guttman

EDT1250H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.

Prerequisite: Permission of instructor

Staff

EDT1251H Fundamental Concepts of Psychosynthesis: Part II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.

Prerequisite: EDT1250H.

Staff

EDT1252H Individual Reading and Research in Counselling Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

EDT1253H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.

L. Stermac

EDT1254H Contemporary Issues in Human Sexuality and Sex Education

This course will survey significant social issues in human sexuality, using a variety of theoretical perspectives, with attention to race, class and gender diversity. Ways of addressing the sexual information needs of people of all ages will be addressed.

M.S. Schneider

EDT1257H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

EDT1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling Psychology programs only.
Staff

EDT1262H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
S.A. Alvi

EDT1263H Research Methods in Counselling Psychology

Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT. For Counselling Psychology students only.
M.S. Schneider

EDT1266H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S.A. Alvi

EDT1267Y Advanced Practicum in Counselling

A continuation of EDT1203Y, designed primarily for M.Ed. students.
Prerequisite: EDT1202H, EDT1203Y, and permission of instructor.
Staff

EDT1268H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
S.A. Alvi

EDT1275H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables
Staff

EDT1278H Cognitive Therapy

This course covers current theory, and principles of cognitive therapy in the treatment anxiety, and depression. Special applications t grief counselling, bereavement and post-traumatic stress disorders are examined.
Staff

EDT1289H Community Mental Health

This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.
M. Schneider

EDT3204H Contemporary History and Systems in Human Development and Applied Psychology
An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.
R. Volpe

EDT3210H Research Seminar in Social Psychology in Education
Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher-student, counsellor-client, and parent-child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas. Open to doctoral students only.
Staff

EDT3215H Seminar in Counselling Psychology: Part I
Specific issues of counselling and psychotherapy are examined within an integrative framework. An in depth examination of a counselling model will be included. Open to doctoral students in Counselling Psychology only.
J. Watson

EDT3216H Seminar in Counselling Psychology: Part II
This course will focus on the application of the counselling model introduced in 3215H. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.
Prerequisite: EDT3215H
Staff

EDT3217Y Practicum in Counselling Psychology
A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
Prerequisite: Permission of instructor is required of all students other than those in Counselling Psychology.
N. Piran and J. Silver

EDT3218H Research Seminar in Counselling
A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Prerequisite: EDT3215.
L. Stermac

EDT3222H Analysis of Teaching Strategies
In the applied focus of this course, direct consideration will be given to practice, analysis, and observation of teacher performance, to basic teaching strategies, and to exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. The theoretical focus addresses social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.
Prerequisite: Permission of instructor.
Staff

EDT3224H Individual Personality and Cognitive Assessment: Part I
A review of test theory, construction, reliability, and validity. Students will learn to observe, administer, and score tests, plus write psychological reports. Intellectual, achievement, personality and neuropsychological tests will be covered. A future internship involving testing is highly recommended to further develop psychometric competence. Open to Counselling Psychology students only.
Staff

EDT3225H Individual Personality and Cognitive Assessment: Part II
This course is a continuation of 3224H, with a focus on selected theories of personality and psychopathology. In this context selected personality and diagnostic tests, objective and projective, are examined in greater depth. Prerequisite: 3224H. Open to Counselling Psychology students only.
Staff

EDT3233H Research Seminar in Career Development
This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S.A. Alvi and M.A. Guttman

EDT3234Y Research Seminar in Multicultural Studies
This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
P. Gamlin

EDT3235H Current Developments in Psychoanalysis: Self Psychology
This course focuses on the work of current psychoanalysts whose orientation is self psychology and the theory of intersubjectivity. Authors include Kohut, Basch, Stolorow, Wolf, Brandchaft, and Schwaber. Topics include empathy, intersubjectivity, transferences and countertransferences in the treatment of disorders of the self, and treating difficult patients. The course will be useful to those who plan to counsel students in an educational setting.
Staff

EDT3242H Interpretive Analysis: Implications for Education
A research seminar in interpretive inquiry. Emphases on conceptual background and practical processes as they relate to the world of the researcher and the world of "others".
V. Darroch-Lozowski

EDT3243H Fundamentals of Psychoanalysis: Part I
This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
Staff

EDT3244H Fundamentals of Psychoanalysis: Part II
This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Balint, Fairbairn, Guntrip, Kernberg, Klein, Kohut, Mahler, Miller, Suttie, and Winnicott.
Staff

EDT3253H Individual Reading and Research in Counselling Psychology: Doctoral Level
Description as for 1252.

EDT3258H Special Topics in Counselling Psychology
Staff

EDT3266H Seminar: Applications of Psychological Analysis and Research Methods
An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

FACULTY

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor; Chair of the Department
(applications of technology and research to curriculum; student and program evaluation; adaptive instruction)

G. Philip Nagy, Ph.D. (Alberta)
Professor; Associate Chair, Graduate Studies
(measurement; evaluation; data analysis)

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor; Associate Chair, Preservice Teacher Education (on sabbatical January 1998 to June 1998)
(teacher education; program development; cooperative learning and other models of teaching/learning; alternative approaches to assessment and evaluation; educational change)

Johan L. Aitken, Ph.D. (Toronto)
Professor
(teacher education and development; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

Andy Anderson, Ph.D. (Michigan State)
Assistant Professor
(physical and health education; learning strategies)

Stephen Anderson, Ph.D. (Texas)
Associate Professor; cross-appointed from Sociology of Education

Mary Beattie, Ed.D. (Toronto)
Associate Professor
teachers professional knowledge; professional development; narrative and arts-based inquiry)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
integration of multiple models of teaching to nstruction; behavioural management; rganizational change)

Marie-Josée Berger, Ph.D. (Ottawa)
Associate Professor; Head, OISE/UT Ottawa Valley Centre, Ottawa
(measurement and evaluation; reading and mathematics teaching; curriculum development, implementation and evaluation; minority education; gender and ethnic identity)

Kathy Bickmore, Ph.D. (Stanford)
Assistant Professor; cross-appointed to Sociology in Education
(social studies/geography; conflict resolution; international/cross-cultural and comparative education; politics/social foundations of education for democracy/equity)

Deanne Bogdan, Ph.D. (Toronto)
Professor; cross-appointed from Theory and Policy Studies in Education; (on sabbatical January - December 97)

David Booth, M.Ed. (Durham)
Professor; Coordinator of Elementary Preservice Teacher Education Programs
(drama in education; interdisciplinary arts education; teacher education)

Arnold Bowers, M.Ed. (Queens)
Professor
(primary/junior/intermediate preservice teacher education; field-based teaching; language arts methodologies; early language development)

Gary Burfield, B.Ed. (Toronto)
Associate Professor
(development of technical teacher education in Ontario since 1925; technical education in Russia since 1868)

Barbara J. Burnaby, Ph.D. (Toronto)
Professor; cross-appointed to Adult Education, Community Development and Counselling Psychology
(cross-cultural language and literacy; English as a second language; native education; adult basic literacy)

Linda Cameron, Ed.D. (Toronto)
Assistant Professor
(early childhood; language and literacy; children's literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'études Politiques (Paris)
Professor
(minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education; computer-assisted instruction in first and second language)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(computer applications in the curriculum; classroom implementation and teacher training issues; mathematics education; calculators and computers in the mathematics classroom; mathematics reform)

Carola Conle, Ph.D. (Toronto)
Assistant Professor
(modes of inquiry; narrative modes of expression; language education and preservice teacher education; social self-reflection)

F. Michael Connelly, Ph.D. (Chicago)
Professor; Head, Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

David J. Corson, Ph.D. (London)
Professor; cross-appointed from Theory and Policy Studies in Education

Alister Cumming, Ph.D. (Toronto)
Associate Professor; Head, Modern Language Centre; cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Department of Italian Studies
(heritage languages; second-language teaching methodology; bilingualism; applied psycholinguistics; materials development)

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(aesthetics of thought and artistic practice; language and the body)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor; cross-appointed to Adult Education, Community Development and Counselling Psychology (on sabbatical July 1997 to December 1997)
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor
(life history, narrative, and repertory grid research methods; personal construct theory; teacher knowledge and development; classroom studies)

Brian Durell, Ph.D. (Toronto)
Associate Professor
(utilization of technology in classrooms; technological impact of computers in schools and society)

Ben Eardley, M.Ed. (Pennsylvania State)
Associate Professor (on sabbatical July 1997 t June 1998)
(preservice teacher education; guidance counselling; cooperative education)

John A. Eisenberg, A.M. (Pennsylvania)
Professor; cross-appointed from Theory and Policy Studies in Education

D. Mark Evans, M.A. (McMaster)
Senior Tutor
(history and social science curriculum and instruction; civic education; global education; teachers professional learning)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; Head, Comparative, International, and Development Education Centre; cross-appointed to Adult Education, Community Development and Counselling Psychology
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)

Grace Feuerverger, Ph.D. (Toronto)
Assistant Professor
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes to heritage language learning; cultural and linguistic diversity in classrooms)

Don Fraser, M.A. (Toronto)
Professor
(secondary education; mathematics education)

Normand J. Frenette, Ph.D. (Montreal)
Associate Professor
(general curriculum; cultural determinants of the curriculum; development of curriculum policy; minority education; Franco-Ontarian studies)

Antoinette Gagné, Ph.D. (Toronto)
Assistant Professor
(second language teaching and learning; program implementation; preservice teacher education; secondary school culture)

Donald I. Galbraith, M.Ed. (Toronto)
Professor
(assessment and evaluation of student performance; safe schools issues; science preconceptions of science concepts)

David Garth, B.Com. (Queens)
Professor, (on sabbatical July 1997 - June 1998)
(practicum/field experience)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor; Program Coordinator, French Language Studies (on sabbatical January 1998 to June 1998)
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French-language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor; cross-appointed from Human Development and Applied Psychology

Tara Goldstein, Ph.D. (Toronto)
Assistant Professor; cross-appointed to Sociology in Education
(anti-discriminatory education in school settings; education of immigrant/ESL students; ethnography; qualitative research methods)

Denis Haché, Ph.D. (Montreal)
Associate Professor; Head, Centre de recherches en éducation du Nouvel-Ontario (CRENO), Sudbury
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Gila Hanna, Ph.D. (Toronto)
Professor
(data analysis and statistics; mathematics education)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor; Head, OISE/UT Midwestern Centre
(curriculum processes; school-based curriculum development; professional development; action research)

Birgit Harley, Ph.D. (Toronto)
Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

Carol Hennessy, Ed.D. (Toronto)
Senior Tutor (on sabbatical January 1998 to June 1998)
(role of information technology; field experience and university-school collaborations)

Suzanne E. Hidi, Ph.D. (Toronto)
Associate Professor
(research and evaluation of writing; interest and the curriculum; science education and gender differences; attention, memory, and electro-physiological measurements)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science technology)

Roger Hrubi, Dip.Prof.Fr.l'Et. (IPFE, Sorbonne)
Senior Tutor
(secondary education; modern language education)

Ian Hundey, M.A. (Windsor)
Senior Tutor; Coordinator of Secondary Preservice Programs (on sabbatical January 1998 to June 1998)
(Two Year Secondary Pilot Program; school-university partnerships in teacher education; history and social science curriculum and instruction)

Gary Hunt, Ed.D. (USIU, San Diego)
Associate Professor; Director, Student Services
(field-based teacher education; active learning; how children learn to think)

Judy Iseke-Barnes, Ph.D. (Alberta)
Assistant Professor
(philosophic orientations to technology and research; educational computing (technology) and curriculum; mathematics education; aboriginal education issues)

Anne Jordan, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Brendan Kelly, Ed.D. (Toronto)
Professor
(mathematics education; applications of technology to mathematics instruction; curriculum design in mathematics; evaluation procedures and techniques)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Mary Kooy, Ph.D. (Simon Fraser)
Assistant Professor
(secondary English education; response to literature; oral and written discourse; teacher education)

Normand Labrie, Ph.D. (Laval)
Associate Professor; Head, Centre for Franco-Ontarian Studies (CFOS/CREFO)
(minority language issues; psycho- and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor; Head, Centre for the Advancement of Measurement, Evaluation, Research, & Assessment (on sabbatical January 1998 to June 1998)
(applied measurement; program evaluation; classroom assessment)

Sharon Lapkin, Ph.D. (Toronto)
Professor
(French as a second language research; bilingual education; second-language writing)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor; cross-appointed to Theory and Policy Studies in Education
(curriculum policy and practice; alternative educational philosophies and schools; managing educational institutions)

Peter Lindsay. Ph.D. (Toronto)
Associate Professor, cross-appointed from Human Development and Applied Psychology

Robert K. Logan, Ph.D. (Massachusetts Institute of Technology)
Associate Professor; cross-appointed from the Department of Physics
(the effect of computers on learning, teaching, and social interactions in classrooms; applications of computers in science education; literacy and communication theory)

Charles Lundy, B.A. (SGW)
Senior Tutor
(secondary education; dramatic arts education)

Robert Martin, Ph.D. (Toronto)
Associate Professor
(field-based teacher education; program organization and curriculum development; change in schools)

Leslie D. McLean, Ph.D. (Wisconsin)
Professor
(data analysis; evaluation; assessment of achievement)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Associate Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor; Head, OISE/UT Niagara Centre
(curriculum orientations; holistic education; values education; global education)

Robert Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data (dual scaling))

Edmund V. O'Sullivan, Ph.D. (Syracuse)
Professor; cross-appointed from Adult Education, Community Development and Counselling Psychology

Erminia Pedretti, Ph.D. (Toronto)
Assistant Professor
(science education; science-technology-society education; technology-enhanced science instruction; action research; teacher development)

Graham Pike, M.A. (London)
Lecturer; Co-Head, International Institute for Global Education
(global education; human rights education; humane education; environmental education)

Ruth Pike, Ph.D. (Toronto)
Associate Professor
(technology in education and training; program evaluation; creativity)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE/UT Trent Valley Centre
(curriculum development; school change; program evaluation)

H. Howard Russell, Ed.D. (Toronto)
Professor Emeritus
(evaluation and curriculum; classroom studies)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor; Co-Head, International Institute for Global Education
(global education; human rights education; humane education; environmental education)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; Field Centre Division Head; and Coordinator, Technology Mediated and Off-Campus Programs for the Education Commons
(curriculum implementation and evaluation; coaching as an implementation strategy)

Ronald Silvers, Ph.D. (Princeton)
Professor
(visual arts and media; interpretive concepts and methodology; postmodern thought)

Roger I. Simon, Ph.D. (Yale)
Professor, (on sabbatical July 1997 to June 1998)
(education and cultural studies; formation of historical memory; witnessing in literature, art, and oral testimony; implications of popular culture for curriculum and teaching)

Harvey A. Skinner, Ph.D. (Western Ontario)
Professor; cross-appointed from the Department of Community Health, University of Toronto

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor; Head, OISE/UT Northwestern Centre; cross-appointed to TPSE
(instruction and programming for highly able learners; historical evolution of curriculum; gender issues; development and delivery of curriculum at the secondary school level)

Keith E. Stanovich, Ph.D. (Michigan)
Professor; cross-appointed from Human Development and Applied Psychology

Paula Stanovich, Ph.D. (Toronto)
Assistant Professor
(special education and inclusion; adaptive instruction; effective teaching; teacher beliefs; preservice teacher education; elementary language arts)

Suzie Stiegelbauer, Ph.D. (Texas)
Associate Professor
(visual arts; aboriginal issues and arts; educational change; social context of education; strategies in preservice education; anthropology)

Hildy Stollery, B.A. (Toronto)
Senior Tutor
(curriculum design applications for the arts, children's literature, and social studies; practicum supervisor; interpersonal processes and theory)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research)

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Joel Weiss, Ph.D. (Chicago)
Associate Professor
(program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor, (on sabbatical January 1998 to June 1998)
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor
(interdisciplinary arts education; holistic arts therapies; arts teacher education, specifically in elementary/early childhood, multicultural, gifted, and special education)

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

David Wilson, Ph.D. (Syracuse)
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

Elgin Wolfe, M.Ed. (Toronto)
Professor
(science education; student evaluation; alternate conceptions; problem solving strategies; teaching/learning strategies; module development; science and technology related to sports; student evaluation)

Richard G. Wolfe, B.A. (Wisconsin)
Associate Professor; (on sabbatical July 1997 to June 1998)
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)
Assistant Professor
(design and application of technology to teaching and learning; socio-cognitive theory and instruction in science and mathematics curriculum)

Annette Yeager, M.Ed. (Toronto)
Associate Professor; (on sabbatical July 1997 to December 1997)
(teacher development; family studies education)

PROFESSORS EMERITI:
Richard Courtney, B.A. (Leeds), F.R.S.A.
William P. Olivier, Ph.D., (Texas)
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Floyd G. Robinson, Ph.D. (Alberta)

ASSOCIATE PROFESSORS EMERITI:
Donald F. Burrill, Ph.D. (Cornell)
Chester D. Carlow, Ph.D. (Syracuse)
Peter J. Evans, M.Ed. (Toronto)
Garnet L. McDiarmid, Ph.D. (Syracuse)
George S. Tracz, Ph.D. (Toronto)

DESCRIPTION OF THE DEPARTMENT

The department of Curriculum, Teaching and Learning offers four graduate programs:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Master of Arts in Teaching (M.A.(T.))
- Measurement and Evaluation (M.Ed., M.A., Ed.D., Ph.D.)
- Teacher Development (M.Ed., M.A., Ed.D., Ph.D.)

There are several areas of specialization within these programs. Information specific to each program is presented on the following pages.

A wide range of off-campus and technology-mediated courses is offered by the Department through the Educational Practices Focus (page 82). This focus is composed of core and optional courses, and requires an MRP tied to field-based experience. For further details, contact Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs, or contact Elizabeth Smyth, Head, OISE/UT Northwestern Centre.

The Department offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology in Education. For further details, see the Études en Français Interdisciplinary Focus (page 43) or contact Diane Gérin-Lajoie, Coordinator, French Language Studies.

CURRICULUM PROGRAM

The Department of Curriculum, Teaching and Learning offers a Curriculum program of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The program is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. We are concerned with such fundamental issues as: what should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Admission Requirements

Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B, students normally need a higher academic standing to compete effectively with the large number of applicants to be considered each year. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted.

All applicants must submit:

a) A Statement of Purpose, in duplicate, which is a carefully prepared short essay telling the admissions committee why the applicant wishes to undertake a graduate program in curriculum. Refer to the applicable degree for specified issues that should be addressed. The statement is an essential part of every application; an applicant who omits it will not be considered for admission;

b) Two letters of reference:

Master's Candidates: where possible, one reference should be from a university professor who knows the applicant's current scholarship and/or professional work;
Doctoral Candidates: where possible both should be from university professors who know the applicant's current scholarship and/or professional work.

Applicants may specify up to two specializations but should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

Areas of Specialization in the Curriculum Program

Six areas of specialization, described below, are supported within the Curriculum Program. Applicants are requested to indicate an area of specialization on their application form (B#3) because this assists in the evaluation of applications for admission and in the assignment of faculty advisors.

1. Adaptive Instruction

Program Coordinator: Anne Jordan
Adaptive Instruction is an interdepartmental specialization between the Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology. It is concerned with the relationship between learning and instruction, addressing such issues as:

- reading and reading disability;
- characteristics of instruction and its adaptation to meet the diverse needs of learners in modern classrooms;
- methods for delivering programs including integration and inclusion;
- characteristics of learners, their development, and the individual differences contributed by learning difficulties.

For students registered in the Curriculum Program, courses with the numbers 4200 for master's level and 5200 for doctoral level contribute to the count of courses taken in the student's home department. See also the overall description in the section Interdepartmental Graduate Specializations (page 38).

2. Comparative, International, and Development Education

Program Coordinator: Joseph P. Farrell
An integrated set of courses for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective. This specialization is part of the interdisciplinary focus in Comparative, International, and Development Education, and thus draws upon faculty and other resources in four of OISE/UT's five departments (see Graduate Interdisciplinary Research Foci, page 42). Interested students should seek further information from Joseph P. Farrell, Head, Comparative, International, and Development Education Centre.

3. Curriculum Studies

Program Coordinator: Normand J. Frenette
The following focus areas are available to students registered in the Curriculum Studies specialization of the Curriculum Program. Please note that these focus areas are not academic programs but clusters of courses and/or faculty linked by particular research interests. Applicants may indicate an interest in a particular focus area on their application forms; this information will assist in the assignment of an advisor.

- Computer Applications
  This focus is designed for the practising educator who wishes to acquire knowledge and skills in computer applications, with emphasis on applying these to education.
  (R. Cohen, L. Davie, B. Durell, R. McLean, M. Scardamalia, R. Wolfe, E. Woodruff)

- Curriculum Policy Studies
  This focus has as its purpose the development of critical frameworks for the examination of broader curricular issues such as: what the curriculum should contain, the relation of schools to society, the relationship between teaching and learning, and the conditions for structuring curriculum. Applications are made to differing conceptions, practices, and forms of inquiry.
  (M. Connelly, N. Frenette, J. Miller, H. Russell, R. Simon, M. Wahlstrom, J. Weiss)

- Educational Practices
  Through coursework and the M.Ed. Research Paper (MRP), this focus aims to assist students in the linking of theory and practice within their working and learning environments. Participating faculty, drawn from both the Field Centres and from central OISE/UT, have an orientation to field-based practice.
  (M.J. Berger, D. Haché, L. Hannay, J. Miller, C. Rolheiser, J. Ross, W. Seller, E. Smyth, M. Wahlstrom)

- Gender Equity in Education
  The focus is designed for educators who are interested in the professional applications of women's studies in schools.
  (J. Aitken, D. Smith)

- Language, Literacy, and Literature across the Curriculum
  This area is concerned with the role of language both as text and as process in relation to the curriculum as a whole.
  (J. Aitken, D. Booth, M. Kooy, R. Simon, G. Wells, D. Willows)

- Learning in Non-School Environments
  The focus is on learning in everyday settings, such as the home, the work-place, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest.
  (R. Morgan, R. Simon, J. Weiss)

- Science, Technology, and Mathematics Education
  Perspectives adopted in individual courses in this area of curriculum studies combine to provide a critical framework within which to address issues of significance in contemporary international debate about the nature and purpose of education in science, technology, and mathematics at elementary, secondary, and tertiary levels.
  (R. Cohen, G. Hanna, D. Hodson, J. Iseke-Barnes, E. Pedretti, J. Ross, H. Russell, M. Wahlstrom, J. Weiss)

4. Holistic and Aesthetic Education

Program Coordinator: Jack Miller
Holistic and aesthetic education recognizes the interconnectedness of body, mind, emotions, and spirit. Learning is viewed as an experiential, organic process; making connections is seen as central to curriculum processes. An aesthetic perspective and the process of building knowledge through inquiry are seen as integral to all forms of education and life itself. Creative tools and webs of communication are explored within this context. Courses in this program focus on arts education, creativity, contemplation, imagery, literature, mathematics and technology, and experience-based approaches to language.

5. Second Language Education

Program Coordinator: Alister Cumming
Studies in this area focus on curriculum, instruction, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies, and student and program evaluation, as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy.

Most of the faculty and students working in this area conduct research in the Modern Language Centre. Although most courses appropriate to this area of study are offered within the Department of Curriculum, Teaching and Learning, and other departments in OISE/UT, students may take courses in the graduate Department of Linguistics or in language departments in the University's School of Graduate Studies.

6. Social and Cultural Studies, Global Education, and Transformative Pedagogies

Program Coordinator: Roger Simon
Students concentrating their studies in this specialization will explore the nature of teaching and learning in response to the interdependent, polycultural, conflictual, and fast-changing character of the contemporary world. These concepts may be explored across the curriculum in elementary, secondary, college, and non-formal settings. Emphasis is given to social, cultural, and pedagogical theories as resources for the work of educational and social transformation.

Interests of students currently enrolled in this area include:

- relationships of school and non-school education to social economy, international migration, multiculturalism, Indigenous education, spirituality, changing ways of life, family issues, electronic media, educational technologies, and popular culture;

- pedagogical responses that support the positive recognition of social differences such as race, class, gender, sexuality, culture, and ethnicity;

- education for peace and justice, democracy, social change, development, and environmental sustainability;

- current debates regarding the changing nature of socio-cultural literacy, history, social sciences, and arts, with particular reference to curricular practices in elementary and secondary schools;

- the relationship among the aesthetic, political, and socio-cultural forces affecting "the ethics of engagement" outside the school community, particularly in relation to literature, music, art, film, photography, television and theatre.

DEGREES IN THE CURRICULUM PROGRAM

MASTER OF EDUCATION

The M.Ed. within the Curriculum Program is pursued under Option II (eight half-courses plus a research project). Applicants should refer to the Minimum Admission, Program and Degree Requirements (pages 21 - 28). Ordinarily, students who enter this program will have a minimum of one year of professional experience.

In the Statement of Purpose, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write.

MASTER OF ARTS

Admission to the Master of Arts within the Curriculum Program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program. The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants.

The program may be undertaken on a full- or part-time basis. Ordinarily, students who enter this program will have a minimum of one year of professional experience. (See the Minimum Admission, Program and Degree Requirements section for other admission and program requirements, pages 21 - 28.)

In the Statement of Purpose, applicants should relate the reasons they wish to undertake a research-oriented program in curriculum. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write.

DOCTOR OF EDUCATION

The Ed.D. program in the Curriculum Program is intended for established practitioners in positions which involve responsibility for curriculum design and implementation, including professional development of both preservice and inservice teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 21 - 28.)

In addition to the minimum admission requirements, students who enter this program will ordinarily have a minimum of three years of professional experience in education.
In the Statement of Purpose, applicants should state the reasons they wish to undertake a professional doctoral program in curriculum. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be briefly described.

DOCTOR OF PHILOSOPHY

The Ph.D. program in the Curriculum Program is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience. (See the Minimum Admission, Program and Degree Requirements section for other admission and program requirements, pages 21 - 28.)

In the Statement of Purpose, applicants should state the reasons they wish to undertake trainin in scholarly inquiry. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be described.

MASTER OF ARTS IN TEACHING (M.A.(T.)) PROGRAM

Faculty

Program Coordinator: Johan L. Aitken
Henry Auster
Russell M. Brown
C. Patrick Diamond
J.D. Duffy
A. di Polo Healey
G.E. Henderson
C. Kanaganayakam
M.C. Kirkham
M. Kooy
D.M. McDougall
I.C. McDougall
H. Murray
John H. Reibetanz

The Master of Arts in Teaching or M.A.(T.) program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies. The program is designed for part-time study but may also be completed in one year and summer session.

Admission Requirements

Applicants require:

a) A four-year bachelor's degree, or equivalent, in English or English and another subject from the University of Toronto or another approved university. Applicants without sufficient background in English may be required to complete one or more undergraduate courses in addition to the program requirements;

b) A mid-B standing in English courses from the University of Toronto or another approved university. Undergraduate courses in education may be given consideration;

c) One year of teaching experience or equivalent professional experience;

d) Two letters of recommendation, one from the applicants undergraduate program;

e) Recent curriculum vitae which **must** include teaching experience after graduation.

Program Requirements

Students will be required to complete:

a) one full course in the History and Theory of the Study of English;

b) one full course in the Graduate Department of English;

c) four half-courses from the list of Master of Arts in Teaching courses of instruction.

English Courses

Students are required to select, with approval of the Department of English, one full course or its equivalent from the courses listed under the Graduate Department of English.

MEASUREMENT AND EVALUATION PROGRAM

Core Faculty

Ross E. Traub, Program Coordinator
Stacy Churchill
Gila Hanna
Tony Lam
Leslie D. McLean
G. Philip Nagy
Shizuhiko Nishisato
Ruth Pike
Merlin W. Wahlstrom
Richard G. Wolfe

The Measurement and Evaluation program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theory and methods. Students choose three or more optional courses, depending on their program.

For the Doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those interested in quantitative methods and theory, including psychometric and statistical theory. The Evaluation specialization is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both qualitative and quantitative methodologies.

The M.Ed. and Ed.D. programs are designed for practicing social service professionals who wish to acquire knowledge and skills in measurement and evaluation, with emphasis on applying these in research and practice. Students newly admitted to the M.Ed. degree program are required to pursue Option II (eight half-courses plus a research project/paper). (See Measurement and Evaluation Admission Requirements below, and the Minimum Admission, Program and Degree Requirements for admission and other program requirements, pages 21 - 28.)

The M.A. and Ph.D. programs emphasize more theoretical concerns of the fields of measurement and evaluation. (See Measurement and Evaluation Admission Requirements below, and the Minimum Admission, Program and Degree Requirements section for admission and program requirements, pages 21 - 28.)

Students are expected to have ready access to the OISE/UT computers and to the Internet, to use e-mail and computer conferencing systems, and to be able to transfer files to and from OISE/UT. Access via telephone and modem is highly recommended, and students located outside the Toronto area are strongly urged to open an account with an Internet service provider in their community; the service will include help with technical details, hence some students in Toronto may wish to do the same. Computer accounts for the OISE/UT systems can be obtained from the Education Commons which also provides computers in labs for those who can come to the location and which also has a program of consultation and short courses in computing and communication.

Various courses require students to learn and sometimes acquire specialized software, most of which is available at no cost or special discounts from OISE/UT. This includes communications and network software. Statistics packages are free on the OISE/UT computers and may be purchased or rented for personal use (call the Statistical Consulting Service at (416) 923-6641 ext. 2643). Consult course descriptions for details or contact the instructor.

Admission Requirements

a) The admission requirements for the Minimum Admission, Program and Degree Requirements section (pages 21 - 28).

b) The usual admission requirement for the M.A. is a four-year bachelor's degree in mathematics, statistics, computer science, or a relevant social or behavioural science

c) Students may be admitted to the Ed.D. or Ph.D. contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when the Qualifying Research Paper or master's thesis is judged to be of sufficiently high quality to warrant admission to the doctoral program. The ideal arrangement is for Ed.D. candidates to begin their program on a part-time basis.

Those applying to the Measurement and Evaluation program must also submit:

a) A Statement of Purpose, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in scholarly inquiry. The applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans. The committee reviews this Statement to determine the area of study in which the applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The Statement is an essential part of every application; an applicant who omits it will not be considered for admission;

b) Two letters of reference: where possible, one should be from a university professor who knows the applicant's current scholarship and/or professional work.

TEACHER DEVELOPMENT PROGRAM

Core Faculty

F. Michael Connelly, Program Coordinator and Director, Centre for Teacher Development
Johan L. Aitken
C.T. Patrick Diamond
Grace Feuerverger
Brent Kilbourn

Associated Faculty

Sandra Acker
Patrick Allen
Steve Anderson
Mary Beattie
Lynn Hannay
Jack Miller
Gordon Wells

Teacher development as a field of educational study encompasses the development of teachers throughout their careers. The four degree programs (M.Ed., M.A., Ed.D., Ph.D.) are governed by the central idea that teaching is an act of inquiry and that teachers are inquirers and learners. The M.Ed. and Ed.D. programs are designed for practising educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. The M.A. and Ph.D. programs are more theoretical in their orientation.

The two focus areas described below represent distinct but complementary lines of research. The program involves knowledge in both areas, which form the foundation of the field and contribute to research in teacher socialization and professionalization, policy and evaluation, and the social and political context of teacher education. Interwoven in both focus areas are issues of gender, culture, and identity, as well as the application of narrative research methodology.

1. Reflection, Inquiry, and Practice
Teacher development as a personal and social phenomenon; the relationship between knowledge and teacher development, including teacher identity, teacher learning, and teacher beliefs and practices. Through inquiring into their own and others' beliefs, histories, and practices, students learn to understand and facilitate the personal and professional development of teachers.

2. Improvement of Practice
Teacher development in the context of organizational and policy issues; the relationship between teacher development and school improvement - that is, how schools may create an organizational culture which enables teachers to improve their practices. Students will explore strategies, structures, and contexts which promote the development of schools, teachers, and students.

Admission Requirements
Applicants for admission to the Teacher Development Program should refer to the Minimum Admission, Program and Degree Requirements section (pages 21 - 28) as well as the requirements specified for the Curriculum Program (page 81). Ordinarily, students who enter any of the degree programs in the department are required to have some professional experience in education. Since the Teacher Development program focuses on teaching in general, professional experience in education can include teaching in other areas - for example, in nursing.

COURSES

Note: The inclusion of a course description in the following section should not be taken to indicate that it will definitely be offered in any particular year. However, the list demonstrates the range of courses offered within the department. **Some sections of existing courses are offered off-campus** in locations such as Kitchener, Peterborough, Cobourg, London and York region, as well as courses offered in the distance learning mode (audio conferencing and computer conferencing).

Courses identified with the Department of Curriculum, Teaching and Learning are:

- courses with 13, 23, or 33 as the first two digits in the course number;
- courses with 4 or 5 as the initial digit, which are in the Adaptive Instruction interdepartmental specialization;
- courses with 15 and 35 as the first two digits, which are in the Computer Applications focus;
- courses with MTE or MTT, which are in the Master of Arts in Teaching (M.A.(T.)) program;
- courses with 16 and 36 as the first two digits, which are in the Measurement and Evaluation program.

EDT1300H Foundations of Curriculum
This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course
a) provides a language for conceptualization;
b) reviews the major themes in the literature;
c) provides a framework for thinking about curriculum change; and
d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
S. Churchill, F. M. Connelly, L. M. Hannay, W. Seller, J. Weiss, or staff

EDT1300H Fondements du développement des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
N. J. Frenette ou membre de la faculté à déterminer

EDT1301H Holistic Arts Therapies in the Creative Curriculum

This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behaviour and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of instructor following a personal interview. *J. A. Wilkinson*

EDT1303H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C. M. Beck

EDT1304H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of EDT1352, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

EDT1305H Techniques for Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn

EDT1306H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J. A. Ross or staff

EDT1307H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming or S. Lapkin

EDT1308H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies that could facilitate reflective professional development. Students will critiqu these models by utilizing the concepts from the reflective practice literature.
L. M. Hannay

EDT1309H Situational Analysis of Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and

work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B. S. Kilbourn

EDT1310H Language Arts in Primary Education
An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centered philosophies, reading in the content areas, assessing growth in reading and writing.
D. M. Willows

EDT1311H Reading and Language Comprehension
A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows

EDT1312H Alternative Schools
An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

EDT1313H Language, Literacy, and the School Curriculum
The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
C. G. Wells, D. Booth

EDT1314H Context and Meaning in Mathematics Education
Maths knowledge is a product of the activity, context, and culture in which it is developed and used. The learning of maths can be greatly enhanced by involving students in problem-oriented, meaningful, authentic, and context-rich activities. The course examines various approaches reported in the literature. Theories related to individual and social construction of knowledge, collaborative work, problem solving, project-based teaching, interaction and journal writing in the maths classroom, will be examined. Along with readings and written assignments, each student will conduct a teaching/learning (normally classroom-based) project.
Offered in alternate years.
R. Cohen

EDT1315H English at the Secondary School Level
This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
R. J. Morgan

EDT1316H Mathematics in the School Curriculum: Elementary
A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff

EDT2316H Mathematics in the School Curriculum: Secondary
A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff

EDT1317H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley

EDT1318Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Cumming, B. Harley, or staff

EDT1319H Research Colloquium in Applied Linguistics: Master's Level

This colloquium provides opportunities to become familiar with ongoing research and curriculum activities in second-language learning and teaching.
S. Lapkin and M. K. Swain

EDT1320H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff

EDT2320H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff

EDT1321H The Education of Science Teachers

An examination of problems and issues specific to preservice and inservice education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.
Prerequisites: Permission of instructor, and either 1320 or 2320 or equivalent.
Staff

EDT1322H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the school curriculum for exploring the nature of language in general: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second-language learners, its role in society, its central importance as a tool for thinking and learning, etc. The aim of the course is to consider the potential of language awareness as a unifying concept which provides a common basis for first- and second-language education, and which plays an important role in teacher development.
J. P. B. Allen

EDT1324H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic o the course will be arranged each year. (This course does not fulfil the purpose of EDT1352, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

EDT1325H Curriculum as Text and Policy

This course examines the production and organization of official texts regulating policy as a generalized activity aimed at framing educational problems in a particular perspective which is coherent with a perception of societal expectations, as well as one which excludes other approaches as impractical if not unspeakable. As such, curriculum documents provide a resource for authorized practices and authorized means of producing curricular discourse.

The course examines, in an historical perspective, the production and organization o curriculum documents and policy statements t be used as a basis for curriculum development implementation and evaluation considerations relating to both instructional and policy

development. Examples of specific topics to be discussed: the concept and function of educational indicators, mission statements, the formulation of aims and objectives in curriculum documents, the underlying images of the student. The topics are examined from the perspective of teachers, school administrators and the research literature.
N. J. Frenette

EDT1326H Children's Literature as a Foundation of Literate Behaviour across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff

EDT1327H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C. G. Wells

EDT1329H Children's Literature Within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another language and culture. Class discussions revolve around developing strategies for engaging students in classrooms towards meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities, in addition to its relevance in confronting issues of human rights and social justice.
G. Feuerverger

EDT1330H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.
T. Goldstein

EDT1331H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
J. P. B. Allen

EDT1332H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J. P. B. Allen

EDT1333H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are

matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen

EDT1333H Séminaire sur le langage et la communication

Ce cours a deux buts principaux : (1) initier les étudiant(e)s aux sciences du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex.: la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.
Prérequis: très bonne connaissance du français.
N. Labrie

EDT1334H Critical Pedagogy, Language, and Minority Students

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J. P. Cummins

EDT1335H L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative

Le cours en français traite en priorité de la politique et l'éducation en langue française destinée aux francophones, ainsi que de la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux - fédéral, provincial, conseil scolaire - pour l'enseignement et le rôle de l'école dans la communauté.
Oral proficiency in French is required; papers in English will be accepted by request.
S. Churchill

EDT1335H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.
S. Churchill

EDT1336H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of such variables as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley

EDT1337H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J. P. Cummins

EDT1337H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada destiné aux francophones, aux anglophones, aux immigrant(e)s et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
N. Labrie ou membre de la faculté à déterminer

EDT1338H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first-

and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
N. Labrie

EDT1339H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming or S. Lapkin

EDT1340H Identité collective et éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains concept - clés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.
D. Gérin-Lajoie

EDT1341H Collaborative Learning in Second-Language Classrooms

The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.
M. K. Swain

EDT1342H Education and Cosmology

A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.
E. V. O'Sullivan

EDT1343H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.
B. Burnaby, A. Cumming

EDT1344H Teacher Development and School Improvement

This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the relationship between teacher development policies, practices, and various approaches to school improvement (e.g., inservice training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.
F. M. Connelly

EDT1345H Arts and Education: Practice and Theory

This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
D. Bogdan

EDT1346H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth

EDT1347H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
E. Smyth

EDT1348H Instructional Reform in Secondary Schools

Instructional changes associated with secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.
J. A. Ross

EDT1349H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J. A. Wilkinson

EDT1350H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J. A. Wilkinson

EDT1351H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
Prerequisite: EDT1350.
J. A. Wilkinson

EDT1352H Individual Reading and Research in Curriculum and Instruction: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in EDT1352 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.

EDT1353H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson, E. Pedretti

EDT1354H Teaching and Learning about Science: Issues and Strategies in STS Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
D. Hodson, E. Pedretti

EDT1355H From Student to Teacher: Professional Induction

This course will critically examine the various conceptual and structural approaches to teache education, including an inquiry-based,

transformative orientation. Participants engage in their own inquiries, exploring the ways in which they have constructed a professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
M. Beattie

EDT1356H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non-threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally, the role of the teacher will be explored.
J. Miller

EDT1357H The Body's Ways of Knowing

The special emphasis of the course is how we can facilitate our educational and learning practices through an augmented awareness of our bodies. This course will offer frameworks for understanding the tacit knowledge present within the human body. The work of the course will progress from the body's materiality, through its transformative and subtle energies, to its spiritual potentiality. Body's knowledge will be considered in the broad context of how we are interconnected with society and nature.
V. Darroch-Lozowski

EDT1360H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. A. Ross, H. H. Russell, or M. W. Wahlstrom

EDT1361H Perspectives in Teacher Education

Recent movements in teacher education are described in terms of a regulatory or restructuring concern versus an emancipator or personalistic contrast. A transformative, inquiry-oriented conceptualization of teacher education is explored that combines a theory of language and learning with the theory of personal constructs. Viewed as perspective transformation, teacher development or renewal consists in learning to recover and to reconstrue alternative versions of teaching. By focusing on their own knowledge and practice through the use of narrative, life history, and repertory grid procedures, teachers and teacher educators can become their own experts.
C. T. P. Diamond

EDT1362H The Phenomenological Curriculum

This course is based on participants discovering their own processes of interpretation and taken-for-granted practices in teaching and learning. Readings and class discussion about hermeneutics and phenomenology will provide the foundation for participants to individually, and collectively, design a curriculum. Participants may design their projects for the sciences, arts, humanities, technology, or professional fields.
V. Darroch-Lozowski

EDT1363H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
M. W. Wahlstrom

EDT1364H Curriculum Issues in Science and Technology: A Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson, E. Pedretti

EDT1365H Concepts in Holistic and Aesthetic Education

This course provides a conceptual foundation for holistic teaching and learning and for the arts (visual arts, drama, poetics and literature). It examines knowledge systems based on an integrated perspective of mind, body and soul. It will include western, eastern, and indigenous ideas. The course is intended to offer procedures for organizing ideas and constructing analyses for educational research and development projects.

R. Silvers

EDT1366H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.

J. Miller

EDT1367H Creative Arts Special Subject

This course examines the arts in education (drama, dance, music, visual art, and media) and provides a background for the role of the arts as a mode of learning and as a subject discipline.

D. Booth

EDT1368H Interpretive Research Methods in Holistic and Aesthetic Education

The course provides a review of interpretive research methods for studying holistic learning and teaching and for arts inquiry. A set of criteria consistent with holistic, aesthetic frameworks will be established for evaluating various methodologies. The aim of the course is to prepare students for selecting an appropriate methodology for their research and development projects.

R. Silvers

EDT1369H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course wil therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis i on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.

R. J. Morgan

EDT1370H Art and Play in Children's Culture

In this course we will examine the way children organize and conduct play and the way they create paintings and drawings. Attention will be directed to the social interpretations made by adults in their attempts to comprehend the actions of children when children are engaged in play and art.

R. Silvers

EDT1371H Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, an challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.

J. Aitken

EDT1372H Language, Culture, and Identity: Using the Literary Text in Teacher Development

This course will explore literature (fiction and non-fiction) that focuses on the experiences of those who live within and between various cultural worlds. Contemporary research methodologies will be examined with a view to th construction and reconstruction of the meaning of teaching for the individual teacher/educator/researcher in a changing linguistic and cultural educational landscape.

G. Feuerverger

EDT1373H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the new psychology of learning, the language of science and technology education, problems of gender equity and multicultural science education, the role of laboratory work, computers in science education, environmental and health education.
D. Hodson, E. Pedretti

EDT1374H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson, E. Pedretti

EDT1375H Action Research in Science and Technology Education

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms.
D. Hodson, E. Pedretti

EDT1376H Global Education: Theory nd Practice

he course will consider definitions and schools f thought within global education and proximate elds (such as environmental and human rights ducation) and their implications for teaching nd learning processes. The arguments of critics f global education will be reviewed, as will the ssumptions underpinning schools of thought nd practice within the field. The nature of global ducation at the elementary and secondary level nd across the curriculum will be explored.
. Selby

EDT1378H Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite of the course.
R. Silvers

EDT1379H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing". The course is oriented toward secondary school but is not confined to any particular subject-matter. It is not assumed that students will have a background in philosophy.
B. S. Kilbourn

EDT1380H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
S. Churchill

EDT1381H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental

approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

EDT1382H Language Planning and Policy

The study of language planning and policy-making is a relatively recent field and represents new realizations about how governments and other bodies have involved themselves in language issues. This course aims to provide some understanding of work in this field, the way in which it is developing and the problems it faces. The course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.
N. Labrie

EDT1382H Politique et aménagement linguistique

Ce cours porte sur l'étude de la pratique et de l'analyse de l'intervention humaine sur la langue ou sur les situations linguistiques. Notre objectif sera de mieux comprendre pourquoi et comment on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales ètapes, et de quelle façon les politiques linguistiques se répercutent dans les programmes scolaires. Les cas que nous étudierons proviendront principalement de la francophonie, l'accent étant mis sur les expériences canadiennes, notamment au Québec et en Ontario. La question des droits scolaires en Ontario retiendra tout particulièrement notre attention.
N. Labrie

EDT1383H Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education (core, extended, immersion, and adult FSL).
S. Lapkin

EDT1384H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
Prerequisite: Permission of instructor.
C. G. Wells

EDT1386H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon

EDT1388H Qualitative Research Methods in Education

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
B. Burnaby, D. Gérin-Lajoie

EDT1388H Les méthodes de recherche en éducation : l'analyse qualitative

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.

D. Gérin-Lajoie

EDT1389H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalisation and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.

R. Simon

EDT1393H Multicultural Perspectives n Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It s intended to examine how teachers can prepare hemselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the nteraction between personal life histories and he shaping of assumptions about the teaching-earning experience, especially in the multicultural context. The course will have a hands-on" component, where students (whether ractising teachers or teacher/researchers) will ave the opportunity to become participant-bservers and reflect upon issues of cultural and nguistic diversity within the classroom.

G. Feuerverger

DT1394H Cultural Studies and ducation

he study and concept of "culture" has emerged om a number of different disciplines over the ast century. "Cultural studies" is a recent ynthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.

R. J. Morgan

EDT1395H Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its effect, exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.

R. J. Morgan

EDT1396H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d' inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.

D. Gérin-Lajoie

EDT1397H Cooperative Learning Research and Practice

The theoretical foundations of cooperative learning and specific classroom applications will be investigated. The course will be of greatest relevance to teachers who are or will be experimenting with new teaching methods.

J. A. Ross

EDT3300H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

EDT3301H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
F. M. Connelly and staff

EDT3302H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M. K. Swain

EDT3303H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.
Prerequisite: Permission of instructor.
F. M. Connelly

EDT3304H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of EDT3352, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

EDT3305H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.
Prerequisite: Permission of instructor.
B. S. Kilbourn

EDT3306H Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

EDT3307Y Women as Change Agents in Educational Systems

This course provides an overview of the experiences of girls and women in educational institutions from many perspectives. How women have historically influenced the culture, climate, and curriculum of schools will be discussed as well as the ways in which the occupational culture and conditions of the workplace, teacher ideology, and societal expectations act as barriers and blocks to change initiated by females. New possibilities for women to act as change agents by altering classroom interactions will be explored through revised methods of evaluation, and through the understanding that they can provide leadership whatever their role in the system. In considering how women may act as agents for change, the texts of film, novel, story, visual art, and our ow lives will be drawn upon. Participants play an active role in the design of the course and in making use of it for their own development as teachers.
J. Aitken

EDT3308H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

EDT3309H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory". These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
Prerequisite: Permission of instructor
F. M. Connelly or staff

EDT3310H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The ocus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant o models of the reading process. Students will conduct an in-depth analysis of a specific esearch problem related to reading theory.
K. E. Stanovich

EDT3312H The Linguistic Analysis of nteraction in Educational Settings

n order to study how educational purposes are ealized in practice it is helpful to be able to escribe the ways in which meanings are jointly onstructed and negotiated in interaction, so that patterns of behaviour can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.
Prerequisite: Permission of instructor.
C. G. Wells

EDT3313H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
C. G. Wells

EDT3314H Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses". Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R. J. Morgan

EDT3316H Critical Ethnography

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or

cultural event under study. *Critical* ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.
T. Goldstein

EDT3317H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
G. Hanna

EDT3318H Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J. P. Cummins

EDT3319H Colloquium in Educational Linguistics

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
S. Lapkin or M. K. Swain

EDT3320H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars.
D. Hodson, E. Pedretti

EDT3322H Research in Special Collections of Children's Literature

Applied research in children's literature in special collections is the course focus. All content and work is characterized by and limited to "access to special collections only". Students with extensive knowledge of the field of children's literature with both breadth and depth in that knowledge will pursue topics of individual interest.
J. Wilkinson

EDT3323H Seminar on Sociocultural Theory and Its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship", "scaffolding", and the "zone of proximal development". The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning", "whole language", and "cooperative learning".
C. G. Wells

EDT3324H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

EDT3328H Imagination, Language and Learning

In order to rethink and redefine the concept of imagination, this course examines theories of the imagination and the history of the imagination. The effort is to find the meeting place between imagination and language in order to understand how learning evolves in all areas of our lives. The context for the course is the contemporary crisis of the subjugation of the imagination for instrumental purposes. Readings will be drawn from education and the humanities. The aim of the course is to discover small, mutative beginnings within learning situations for re-awakening the imagination.

V. Darroch-Lozowski

EDT3330H Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.

R. Silvers

EDT3331H Ethnographic Research in the Language Disciplines

The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.

D. J. Corson

EDT3332H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.

J. P. B. Allen

EDT3336H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.

Prerequisite: Permission of instructor.

B. Harley

EDT3347H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.

J. A. Wilkinson

EDT3350H Research Seminar in Holistic Arts Therapies Education

Critical analysis of research in holistic arts therapies education intended (a) to broaden knowledge of research in the discipline, and (b) to increase awareness of the various methodologies used in this area. The course is designed for those pursuing thesis or formal research in this area. Assessment includes review of the literature on a specific issue and planning a study on a relevant topic. Prior or concurrent study in research methodology is recommended.

Prerequisite: EDT1301

J. Wilkinson

EDT3352H Individual Reading and Research in Curriculum

Description as for EDT1352.

EDT3361H Research and Inquiry in Teacher Education

This seminar helps students reflect on the processes involved in the research journey. Using a case study approach, the assumptions and methodologies of different forms of inquiry are charted. Four perspectives and sets of criteria for research are explored. These approaches emphasize measurement, meaning, language, and experience respectively. They can be described as psychometric, phenomenological, socio-linguistic, and narrative or "arts-based". In contrast to "outside-in" styles, we begin with ourselves. This provides a reflective, aesthetic style that is appropriate to the development of the teacher as a storytelling researcher.
C. T. P. Diamond

EDT3368H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

EDT3381H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.
Prerequisite: Permission of the instructor.
J. Wilkinson

The following courses may be taken for credit in the Department of Curriculum, Teaching and Learning:

Theory and Policy Studies in Education

EDT1447H Technology in Education: Philosophical Issues
EDT1459H Creativity and Education

The following courses might also be of special interest to Curriculum, Teaching and Learning students:

Adult Education, Community Development and Counselling Psychology

EDT1148H An Introduction to Workplace and Organizational Democracy
EDT3126H Education and the Global Community: Critical-Visionary Dimensions
EDT3134H Global Ecological Issues from a Community Educational Perspective

Human Development and Applied Psychology

EDT1211H Psychological Foundations of Early Education

Theory and Policy Studies in Education

EDT1045H Language Policy across the Curriculum

SPECIALIZATION IN ADAPTIVE INSTRUCTION

The following courses are designed for the specialization in Adaptive Instruction. Courses listed below and carrying the course numbers 4200 (master's level) and 5200 (doctoral level), and described more fully in the listings of the Department of Human Development and Applied Psychology, are recommended as part of the program. In addition, the courses 1310, 1311, and 1381, described elsewhere in the listings of the Department of Curriculum, Teaching and Learning, are recommended.

EDT4271Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers.

This course is normally limited to students in the School and Child-Clinical Psychology programs and to students in the Interdepartmental Specialization in Adaptive Instruction. Permission of the instructor is required.
D. M. Willows and staff

EDT4275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main-streamed classrooms. The course is suitable for students in the Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay and staff

EDT4276H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan

EDT4280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations.
A. Jordan, C. R. Musselman, J. Wiener, P. Lindsay or staff

EDT4283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating or staff

EDT4287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers in the school setting. A variety of classroom-based strategies including school-wide prevention programs, social skills training, social problem solving programs and life space interviewing will be discussed and evaluative research on these approaches will be analysed.
J. Wiener or staff

EDT4288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations.
U. Shafrir

EDT4291H Special Topics in Adaptive Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

EDT4292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, A. Jordan, or J. Wiener

EDT4293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, C. R. Musselman, or L. Siegel

EDT4294H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan, or J. Wiener

ADAPTIVE INSTRUCTION RESEARCH SEMINARS AT THE DOCTORAL LEVEL

EDT5280H Advanced Research Planning in Human Development and Applied Psychology

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva, K. E. Stanovich or C. R. Musselman

EDT5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

EDT5284H Assessment and Intervention in Multicultural/Bilingual Contexts

This course explores assessment and intervention issues and techniques arising in second-language and multicultural contexts. Topics covered include cross-linguistic assessment, prose comprehension, linguistic and communicative development, the role of orthography and phonological skills, mathematical disabilities, and communication with parents.
Prerequisite: at least one prior assessment course.
E. Geva

EDT5285H Analysis of Instruction

In this course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on elementary and secondary classrooms, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically, and to make the case for a research agenda and design a study in the field.
A. Jordan

EDT5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.
Staff

The following courses in the Computer Applications focus might also be of interest to students in the Adaptive Instruction specialization:

EDT1505H Instructional Technology: Instructional Programming
EDT3502H Computer-Supported Intentional Learning Environments
EDT3503H Instructional Technology: Seminar in Interactive Video/Graphics
EDT3512H Research Seminar in Artificial Intelligence Applications in Education

COURSES IN THE COMPUTER APPLICATIONS FOCUS

Note: All individual reading and research courses in the field of computer applications are pass/fail courses and are indicated by CR/NCR on the transcript.

EDT1500H Implementing Dynamic Web Interaction for Education

The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for educational purposes, including Web "forms", server "CGI" processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side (browser) processes. Students will study and create interactive educational Web projects

using programming languages including Perl and a Unix environment, JavaScript and Java, while exploring educational design issues.
Prerequisite: EDT1514 or permission of the instructor. Experience with Perl, Unix, HTML, and Web server management are useful background for the technical content and expectations of the course.
R. S. McLean

EDT1501H Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
Staff

EDT1503H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics representative of computer applications will be selected from the following: computers in the schools, educational software classification and evaluation, interactive instructional technologies, multimedia, curriculum applications, computer networks, Internet resources, computer-mediated communication, virtual reality, and artificial intelligence applications.
R. S. Cohen, L. E. Davie, or R. S. McLean

EDT1505H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Staff

EDT1509H Instructional Technology: Video/Multimedia Design

A course on video, videodisc, and digital video and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the multimedia laboratory and television studio.
Staff

EDT1514H Internet Resources and Education

The Internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the Internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet Web site for access by others on the Internet.
R. S. McLean

EDT1515H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.
Prerequisite: EDT1503 or permission of instructor.
R. S. Cohen

EDT1516H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
R. S. Cohen

EDT1518H Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of

instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
Staff

EDT1519H Educational Applications of Computer-Mediated Communication
A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.
L. E. Davie or R. S. McLean

EDT1521H Computers in Mathematics Education: Secondary
A critical examination of the role of computers in the teaching of secondary school mathematics, and of their influence on curriculum content and on processes of doing mathematics. This includes a discussion of the role of computers in manipulating symbols and graphing, thus affording a greater emphasis on problem understanding, basic strategies, and mathematical formulations.
G. Hanna

EDT1522H Computer-Mediated Distance Education
The use of computer-mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.
L. Davie

EDT1551H Special Topics in Computer Applications: Master's Level
A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552, which is normally conducted on a tutorial basis.)
Staff

EDT1552H Individual Reading and Research in Computer Applications: Master's Level (Pass/Fail)
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

EDT1555H The Virtual Library (Non-Credit)
This five-module course is designed to bring students up to date with the rapidly-changing electronic technologies in academic libraries. Internet-based research strategies and information retrieval skills will be taught in a hands-on settings.
Staff

EDT3500H Research Seminar in Interactive Systems for Education
Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R. S. McLean

EDT3502H Computer-Supported Intentional Learning Environments
Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

EDT3503H Instructional Technology: Seminar in Interactive Video/Graphics
Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person-machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected subtopic.
Staff

EDT3507H Interactive Environments for Situated Learning
This seminar will focus on learning environments augmented with interactive computer and/or video technologies. Based on theories of situated learning, cognitive apprenticeship, and anchored instruction, various paradigms of interactive learning environments that embody principles of these theories will be examined. Practical applications of such learning environments in schools and other educational settings will be studied. Students will visit educational sites where such learning environments are implemented.
R. S. Cohen

EDT3519H Research Issues in Educational Computer-Mediated Communication
A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UTs computer conferencing system (Participate).
Prerequisite: EDT1519 or permission of instructor.
L. E. Davie or R. S. McLean

EDT3522H Doctoral Seminar: Research Issues in Computer Applications
Doctoral students specializing in Computer Applications in Education are normally required to take this seminar as preparation for the comprehensive examination requirement. The seminar offers a critical survey of major components of the field, focusing on research strategies and findings.
R. S. Cohen, L. E. Davie, or R. S. McLean

EDT3551H Special Topics in Computer Applications: Doctoral Level
Description as for EDT1551. (This course does not fulfil the purpose of EDT3552, which is normally conducted on a tutorial basis.)
Staff

EDT3552H Individual Reading and Research in Computer Applications: Doctoral Level (Pass/Fail)
Description as for EDT1552 (Pass/Fail).

COURSES IN THE MEASUREMENT AND EVALUATION PROGRAM

EDT1601H Descriptive Statistics (Non-Credit)
Students enrolling in EDT1666, EDT1693, or other similar courses who have no background knowledge of elementary statistics are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff

EDT1602H Elementary Matrix Algebra (Non-Credit)
Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, and singularity.
S. Nishisato

EDT1619H Alternatives to Quantitative Evaluation in Education
This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
Staff

EDT1629H Measurement and Accountability
An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum. The course is intended for both Measurement students and others.
G. P. Nagy

EDT1651H Special Topics in Measurement and Evaluation: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of EDT1652, which is normally conducted on a tutorial basis.)
Staff

EDT1652H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT1666H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package or equivalent.
Prerequisite: Knowledge of elementary arithmetic and algebra.
G. Hanna, L. D. McLean, G. P. Nagy, S. Nishisato, R. E. Traub, or staff

EDT1680H Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.
S. Nishisato

EDT1691H Evaluation Models and Methods

How and why we evaluate social and educational programs is the major focus of this course: negotiation of the evaluation agreement, practical design considerations, timing, budget, and preparation of the final report. Qualitative, quantitative, and mixed approaches are studied and compared, including focus groups, case studies, quasi-experimental designs, and randomized field trials. An introduction to personnel evaluation, including teacher evaluation, is also included.
T. Lam or staff

EDT1692H Research Methods in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, identifying steps in the research process, developing research questions, designing instruments, choosing methods of data collection and analysis, interpreting results, and writing research reports.
T. Lam or staff

EDT1693H Data Analysis in Education

An overview of widely used methods of data analysis, not covered in other 1600-level courses. Main topics are principal component analysis, factor analysis, cluster analysis, loglinear analysis and scaling (e.g., Rasch-type, Thurstone-type, and a variety of multidimensional scaling).
Prerequisite: Concurrent registration in EDT1602 (non-credit) or permission of instructor.
S. Nishisato, R.G. Wolfe or staff

EDT1694H Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
R. E. Traub or staff

EDT3602H Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation anc hypothesis testing for structural coefficients an for overall model fit. It also includes consideration of more general recursive and non recursive path analysis models.
Desired background: EDT1602 (non-credit), EDT3666 or equivalents.
G. Hanna

EDT3605H Test Theory

Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational researcl problems.

Desirable background: EDT1602 (non- credit), EDT1691, EDT1692, EDT1693, EDT1694, and EDT3666, or equivalents.
R. E. Traub

EDT3608H Performance Assessment

This course examines the conceptualization and implementation of performance assessment in the classroom, in large scale assessment programs, and in program evaluation, and addresses the technical issues that arise in the process. Topics addressed include scoring rubric construction, rater consistency and moderation, generalizability, sources of invalidity and bias, judgmental and empirical methods of analysing bias, comparability, standard setting, and logistics and cost effectiveness.
Prerequisites: EDT1694 or equivalent, or permission of instructor.
T. Lam

EDT3610H Evaluation Methodology and Theory

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course 1691 and/or more specialized courses such as 1619, 1124, or 1133. Courses 3610 and 1691 are normally required for the Evaluation specialization.
Prerequisite: Master's-level course such as those listed above or permission of instructor.
T. Lam

EDT3629H Measurement and Cognition

This course examines recent cognitive science and measurement literature on the investigation and assessment of complex learning outcomes such as problem solving, written production, and thinking skills.
Prerequisite: 1666 and 1693, or equivalents, or permission of the instructor.
G. P. Nagy

EDT3637H Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.
Prerequisites: 1602 (non-credit) and either 1680 or 1693, or permission of instructor.
S. Nishisato

EDT3651H Special Topics in Measurement and Evaluation: Doctoral Level

Description as for 1651. (This course does not fulfil the purpose of 3652, which is normally conducted on a tutorial basis.)
Staff

EDT3652H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Description as for EDT1652.

EDT3656H Evaluation of Educational Policies

The course analyses educational policies and their embodiment in programs. Case studies assist students in designing their own research approaches. Policy is studied in the context of theory of organizations and complex decision-making.
S. Churchill

EDT3660H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. The are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in data analysis - e.g., exploratory analysis, logistic regression, multilevel modeling, and recent advances in some of the techniques introduced in course EDT1693.
Prerequisite: EDT3666 and permission of instructor.
G. P. Nagy

EDT3666H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheff); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: 1666 or equivalent, or permission of instructors.
G. Hanna, G. P. Nagy, R. Traub or staff

EDT3668H Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: 1602 (non-credit), 1693, 3666, or permission of instructors.
S. Nishisato or R. G. Wolfe

EDT3672H Practicum in Educational Evaluation

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two months before beginning of term.
Staff

EDT3673H Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: 3610 or equivalent.
Note: Practicum 3672 and Seminar 3673 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed. D. program in Evaluation.
Staff

EDT3674H Seminar in Measurement and Experimental Design

Consideration of theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of instructor.
Staff

The following courses might also be of special interest to students in the Measurement and Evaluation Program:

Adult Education, Community Development and Counselling Psychology
EDT1133H Introduction to Qualitative Research in Adult Education
EDT1137H Evaluation of Adult Education Programs

Human Development and Applied Psychology
EDT1205H Individual Intellectual Assessment

Curriculum, Teaching and Learning
EDT1360H Evaluation of Curriculum and Instruction
EDT1363H Curriculum and Student Evaluation

Theory and Policy Studies in Education
EDT1005H The Computer in Educational Administration
EDT1828H Evaluation in Higher Education

COURSES IN THE MASTER OF ARTS IN TEACHING PROGRAM (M.A.(T.))

MTE1001H Approaches to Shakespeare

This course consists of a study of selected schoolroom plays, considering: questions about the texts and their historical and literary contexts (including performance conditions); sources; dramatic structures and styles; stage histories; adaptations; the use of film and video as text; modern texts; and teaching aids - all with the practical use of this material in the intermediate and senior divisions of the school system in mind. For the purpose of the course, students should have a working knowledge of the following plays: Julius Caesar, Coriolanus, Macbeth, Hamlet, King Lear, Romeo and Juliet, Henry IV: Part One, Richard III, The Taming of the Shrew, As You Like It, The Merchant of Venice, Twelfth Night, The Winter's Tale, The Tempest, Love's Labour's Lost, and A Midsummer Night's Dream.
J. H. Reibetanz

MTE1002H The Origins of Modern English

A survey of English linguistic theory. The course begins with an examination of contemporary English and traces in reverse chronological orde developments in the language between the present day and the Old English period. Emphasis will be placed upon the significance of linguistic change for the study of literature.
D. M. McDougall and I. C. McDougall

MTE1003H Approaches to the Novel

Four major Canadian novels will be studied in relation to three theoretical perspectives. The novels will be: Alice Munro, *Lives of Girls and Women*; Mordecai Richler, *St. Urbain's Horseman*; Margaret Laurence, *The Diviners*;

and Timothy Findley, *The Wars*. The critical works brought to bear on these will be: Erich Auerbach, *Mimesis*; Northrop Frye, *Anatomy of Criticism*; and Jonathan Culler, *Structuralist Poetics*. Underlying concerns throughout will be the relation of the reader's experience of the text to the text itself, the relevance of theory to that relationship, and the exploration of ways of employing these considerations in teaching English. The approaches studied will be applicable to novels at all grade levels.
H. Auster, J. D. Duffy, and C. Kanaganayakam

MTE1004H Approaches to Poetry

An approach to the critical reading of poetry that will focus on interpretation but will also examine poetic technique. Specific consideration will be given to topics such as image and metaphor; verse forms: "tradition"; dramatic and narrative poetry; and song - and to questions of critical and pedagogical approaches. Poets from a variety of periods will be studied; Canadian poetry will be emphasized in the latter part of the course.
R. M. Brown, M. C. Kirkham

MTE1005H,Y Approaches to Canadian Writing

Through investigation of a variety of representative texts and queries, this course will attempt to discover whether a common Canadian sensibility in approach in fact exists.
R. M. Brown, J. D. Duffy

MTE1006H Studies in Mythology and Legend

Mythology, legend and fairy tale will be considered as "serious statements about our existence". Comparative mythology with particular emphasis upon Greek mythology and the King James version of *The Bible*. Legends will include legends and folk tales of native peoples, Arthurian legend as well as legends from around the world. Provision will be made for participants who wish to adapt this study to multiculturalism and diversity. Fairy tales in versions from an oral tradition as well as the literary fairy tales of Andersen, Grimm and Perrault will be considered and social history examined by what was considered at any period to be "suitable for children". An historical and critical approach will be observed throughout. The themes and shapes of myth, legend and fairy tale found in novels, plays, poems, film and contemporary culture will be explored.
J. Aitken

MTE1007H Approaches to Drama

This course investigates the nature and variety of drama through close study of selected plays drawn from a broad chronological and generic range - from Greek tragedy to the drama of the absurd, and from elaborately plotted comedy and tragicomedy to pared-down works of character study or symbolic vision. The course's approach will be intertextual, using the broadly allusive and theatrically self-reflexive drama of Tom Stoppard as a centre from which to explore dramatic traditions and styles.
J. H. Reibetanz

MTE1008H Teaching Writing

This course assumes that writing is a process that forms substance and that style is functional, not a mere ornament but an integral component of the writing and thinking process. To teach writing effectively, we need to understand how formal and stylistic structures function in creative and communicative processes that are both individual and social. This course seeks to integrate models of composition into a pedagogy that regards writing as at once process, structure and strategy. Such an understanding of composition has important implications for how we teach writing in the classroom, and spelling out these implications will be the aim of the seminar.
G. Henderson

MTE1110 H,Y Reading Course

A course designed to permit the study (in a formal class setting) of a specific area not already covered in the courses listed for the current year.
Staff

EDT2322 H Approaches to Women's Writing

This course deals with three approaches to women writers. The first, with which most participants will be familiar, is “textual” study - of genre, language, figuration, for example. The second is “production” study, which involves thinking about women's writing in terms of their historical and material circumstances and lived experience. A third approach is “reception” study, which involves thinking in a more general way about how women have been read and reviewed: the more specific question of women's

reading and interpretive practices may also be considered under this heading. Consideration of the role of women in education, and particularly as students and teachers of literature, will frame these discussions.
H. Murray

M.A.(T.) COMPULSORY COURSE

MTT1003Y History and Theory of the Study of English

An examination of the historical development of the study of English in schools as well as the "history" which teachers themselves bring to teaching. The relation of literacy theory and linguistic theory to this development and the influence of theory on school climate and curriculum. Literary theories, including new criticism, phenomenology, mythopoeic criticism, structuralism, post-structuralism, deconstruction and constructionist theory will be examined not as competing theories but as different lenses through which to read/write, make sense, and interpret. Trends and practices, changes and "reforms" in the study of English language and literature will be considered in relation to speaking/listening/writing/reading/viewing/ valuing and criticizing. The fusion of theory and practice in all aspects of the English classroom will be emphasized.
J. Aitken

The following course may also be taken for credit within the M.A.(T.) Program:

EDT1371H Text, Values, and Teacher Development

FACULTY

Daniel Keating, Ph.D. (Johns Hopkins)
Professor, and Chairperson of the Department
(human development; cognitive and social processes in developmental diversity)

Jenny Jenkins, Ph.D. (London)
Associate Professor, and Associate Chairperson of the Department, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Mary Louise Arnold, Ed.D. (Harvard)
Assistant Professor
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; developmental psychology and education)

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

Andrew J. Biemiller, Ph.D. (Cornell)
Professor
(self-direction and education; reading, writing, and oral language; educational programs)

Robbie Case, Ph.D. (Toronto)
Professor
(cognitive development; conceptual learning in school contexts; mathematics education; international comparisons of school achievement)

Carl Corter, Ph.D. (North Carolina)
Professor, and Director of the Institute of Child Study, cross-appointed to the Department of Psychology
(kindergarten education; parenting; sibling and family relationships; infant development)

Alister Cumming, Ph.D. (Toronto)
Associate Professor , cross-appointed from the Department of Curriculum, Teaching and Learning
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in second-language contexts; research design and evaluation)

Jennifer Hardacre, D.Ed. (Nova)
Senior Tutor
(play as a learning medium; teacher education; constructivist teaching)

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor, and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medical conditions)

Joel Klein, Ph.D. (Toronto)
Associate Professor
(academic and personality assessment of children; measuring and enhancing ethnic tolerance; Rorschach analysis)

Anne Jordan, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Marc Lewis, Ph.D. (Toronto)
Associate Professor
(cognitive development; emotional development; cognition/emotion interactions in development)

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Curriculum, Teaching and Learning and to the McLuhan Program in Culture and Technology
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children and adults)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education, Community Development and Counselling Psychology
(school psychology; models of service delivery; preventive practices and dynamics of change; social/emotional relationships and depression in schools; ethnic identity development)

Carol Musselman, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Speech Pathology
(linguistic and social development of deaf children and adolescents; education of children with communication disorders)

Keith Oatley, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology
(cognition and emotion; human/computer interaction; psychology of narrative literature)

David R. Olson, Ph.D. (Alberta)
Professor, and Head, Centre for Applied Cognitive Science, cross-appointed to the Department of Linguistics and to University College
(language development; cognitive development; cognition and literacy)

Michele Peterson-Badali, Ph.D. (Toronto)
Assistant Professor
(children's understanding of social phenomena and institutions (e.g. legal, medical); legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Marlene Scardamalia, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(research on cognitive processes; intentional learning; the design of computer-supported intentional learning environments)

Barry Schneider, Ph.D. (Toronto)
Associate Professor
(social skills assessment and training; family and school factors in children's social development; school-based mental health promotion; attention and behaviour disorders)

Denis Shackel, Ph.D. (Toronto)
Professor
(incidental learning; effects of stimulus incongruity on learning; leadership; ethics (integrity); listening; non-verbal communication in the classroom)

Uri Shafrir, Ph.D. (York)
Associate Professor
(affective processes; children and adults with generic learning deficits; computer-based assessment and programming for exceptional children and adults)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Conchita Tan-Willman, Ph.D. (Minnesota)
Professor, and President/Founder
PRIME Mentors of Canada
(creativity; mentors and mentoring; moral development; teacher development)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Associate Professor
(social and affective development of children, adolescents, and adults with learning disabilities and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning (basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Earl Woodruff, Ph.D. (Toronto)
Assistant Professor (cognition and learning; sociocognitive knowledge building; technology in education)

ASSOCIATED FACULTY

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Clarke Institute of Psychiatry

Nancy Benson, Ph.D. (York)
Assistant Professor, Psychology Department, University of Toronto

Judith Bernhard, Ph.D. (Toronto)
Associate Professor, Ryerson Polytechnic University

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education

Joseph Ducharme, Ph.D. (Toronto)
Senior Psychologist, Chedoke-McMaster Hospital

Judith Friedland, Ph.D. (Toronto)
Assistant Professor, Department of Occupational Therapy, University of Toronto

Luigi Girolametto, Ph.D. (Toronto)
Assistant Professor, Department of Speech Pathology, University of Toronto

Carla Johnson, Ph.D. (Western)
Assistant Professor, Department of Speech Pathology, University of Toronto

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columbia University

Dona Matthews, Ph.D. (Toronto)
Psychoeducational Consultant, Private Practice

Janette Pelletier, Ph.D. (Toronto)
Instructor, Institute of Child Study, University of Toronto

Adrienne Perry, Ph.D. (York)
Psychologist/Coordinator of Research, Thistletown Regional Centre

Joan Peskin, Ph.D. (Toronto)
Assistant Professor, Institute of Child Study, University of Toronto

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto

Joanna Rovet, Ph.D. (Toronto)
Associate Professor, Department of Pediatrics, University of Toronto

Jean Saint-Cyr, Ph.D. (Rochester)
Associate Professor, Faculty of Medicine, University of Toronto

Russell Schachar, Ph.D. (Toronto)
Professor, Institute of Medical Science, University of Toronto

Rosemary Tannock, Ph.D. (Toronto)
Assistant Professor, Department of Psychiatry, University of Toronto

Margot Taylor, Ph.D. (McGill)
Neurophysiologist, The Hospital for Sick Children

CLINICAL INTERNSHIP SUPERVISORS

Judith A. Silver, Ph.D. (Toronto)
Head, OISE/UT Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Arthur Caspary, Ph.D. (Waterloo)
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

Melvyn Davine, Ph.D. (Queen's)
Coordinator of Professional Practice, Paediatric Psychology Service, North York General Hospital

William Ford, Ph.D. (Toronto)
Director, Ford and Associates, Toronto

Laurie Gillies, Ph.D. (York)
Psychologist, Clarke Institute of Psychiatry, Toronto

Ruthann Hicks, Ph.D. (York)
Senior Psychologist, Scarborough Board of Education

Sarah Landy, Ph.D. (Regina)
Coordinator, Growing Together Project, C. M. Hincks Treatment Centre, Toronto

Karen Leitner, Ph.D. (Toronto)
Psychologist, Child and Family Clinic, York County Hospital, Newmarket

Howard Marcovitch, Ph.D. (Toronto)
Chief Psychologist, Scarborough Board of Education

Lynn Oldershaw, Ph.D. (Toronto)
Psychologist, Clarke Institute of Psychiatry, Toronto

Karen Oster, Ed.D. (Toronto)
Director, Play and Learn, Toronto

Nitza Perlman, Ph.D. (Toronto)
Director, Children and Youth Services Division, Surrey Place Centre, Toronto

Terryl Portigal, Ph.D. (York)
Psychologist, George Hull Centre for Children and Families, Etobicoke

Dalia Slonim, Psy.D. (Chicago School of Professional Psychology)
Staff Psychologist, The Wellesley Hospital, Toronto

TEACHING INTERNSHIP SUPERVISORS

(Based at the Institute of Child Study)

Anne Cassidy, DipCS (Toronto)
Bev Caswell, DipCS (Toronto)
Julie Comay, M.A. (Toronto)
Robin Ethier, M.A. (Concordia)
Ann Jaffary, DipCS (Toronto)
Elizabeth Morley, DipCS (Toronto)
Joan Moss, DipCS (Toronto)
Nancy Newman, M.A. (Toronto)
Richard Reeve, M.Ed. (Toronto)
Carol Stephenson, DipCS (Toronto)
Dave Treherne, DipCS (Toronto)

PROFESSORS EMERITI

David W. Brison, Ed.D. (Illinois)
Betty Flint, M.A. (Toronto)
John R. Kershner, Ph.D. (Toronto)
Ellen M. Regan, Ed.D. (State University of New York at Albany)

ASSOCIATE PROFESSORS EMERITI

Iain Davidson, Ph.D. (Toronto)
Malcolm Garber, Ph.D. (Southern California)
Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Harry Silverman, Ph.D. (London)

OUTLINE OF PROGRAMS

The Department of Human Development and Applied Psychology currently offers three graduate programs:

1. Educational Psychology and Special Education (M.Ed., M.A., Ed.D. and Ph.D.), a program focusing on Human Development and Education with concentrations in Adaptive Instruction and Special Education, Applied Cognitive Science, Early Childhood Education Language and Literacy, and Family and Social Relationships.

2. School and Child-Clinical Psychology (M.A. and Ph.D.), a program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

3. Child Study and Education (M.A.), based at the Institute of Child Study, a preservice teaching program leading to the Ontario Teacher's Certificate and an M.A.

Note: The program in Counselling Psychology is now offered by the Adult Education, Community Development and Counselling Psychology Department.

In addition to the information provided below, th specific requirements for each program are described in more detail in a brochure called *Guidelines for Programs in the Department of Human Development and Applied Psychology.*

GENERAL DEPARTMENTAL ADMISSION REQUIREMENTS

With the exception of the M.Ed. program, the Department of Human Development and Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin M.Ed. programs in September, January and July.

Students applying to the M.Ed. program require the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B. Students with that standing who have the relevant professional background are usually accepted to the M.Ed. Students applying to the M.A. require the equivalent of a University of Toronto four year bachelor's degree. The number of students this department may accept into the M.A., Ed.D. and Ph.D. is limited. Students are selected on the basis of academic standing, letters of recommendation, and relevant experience.

Most students apply to only one of this department's programs. In fact, students may apply to two programs. Students applying to two programs should clearly designate the programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one program to another after admission are considered in February of each year in a pool with all other applicants to the program. Even if students requesting a transfer meet the basic requirements of the program they wish to enter, the request may be refused due to the competitive nature of the admission process.

EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

The focus of this combined program (pending OCGS approval) is Human Development and Education. The program will provide an opportunity for students to construct an overall perspective on human development and its implications for educational practice. Students are required to take core courses in Human Development and Research Design. Courses emphasize typical and atypical development in the cognitive and emotional domains, the impact of culture, family and social relationships on development, the role of formal and informal modes of learning, and strategies for modifying developmental outcomes and accommodating individual differences. The M.Ed. and Ed.D. programs are designed for the reflective teacher or other practitioner in education or related fields. The M.A. and Ph.D. programs are designed for students who need a research background for careers they wish to pursue.

Students may either designate a concentration at the time of admission or identify a concentration at a later date. The intent of the concentrations is to guide students with specific interests into courses that might address those interests, and to ensure that their program of study has some coherence. Therefore if a student wishes to develop a focus of studies in an area other than those listed below, they may do so in consultation with their advisor. The five concentrations are:

•Adaptive Instruction and Special Education
Students selecting this concentration develop an understanding of developmental diversity and the educational strategies that make learning accessible to children and adults with special needs. Note that the courses which are part of the interdepartmental specialization in Adaptive Instruction between the departments of Human Development and Applied Psychology and Curriculum, Teaching and Learning carry numbers that begin with 4 (master's level) and 5 (doctoral level).

•Applied Cognitive Science
This concentration is an interdisciplinary specialization between the departments of Human Development and Applied Psychology and Curriculum, Teaching and Learning and focuses on research on human cognition in educational and developmental contexts.

•Early Childhood Education
Courses in this concentration emphasize an integration of child development research and theory, classroom practice, educational issues, and the family environment with a focus on infants and young children.

•Language and Literacy
Courses in this concentration emphasize normal and atypical language development, written language, and reading and reading disability.

- **Family and Social Relationships**
  The emphasis in this concentration is on the social and emotional development of children in the context of their families and their peer groups.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other settings with children or adults with disabilities. The program is intended to help the student reflect on their practice and to further the development of their skills in integrating theory and practice.

Admission Requirements

The minimum academic requirement for admission is the equivalent of a University of Toronto three year bachelor's degree with standing equivalent to a University of Toronto mid-B and professional training. At least one year of full-time professional experience, or its equivalent, is normally required for admission to the M.Ed.

Program Requirements

The M.Ed. program is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. There are two required courses that should be taken in the first year of the program, EDT1200: Foundations of Human Development and Education and EDT4293: Interpretation of Educational Research. Students who have not had a previous course in Human Development will be required to take EDT1201: Child and Adolescent Development or an alternative course in adult development as one of their ten half-courses. It is recommended that during their program students focus on a specific domain of study. They may do so by selecting at least four half-courses from one of the concentrations described above or, in consultation with their adviser, take at least four courses within a domain of study which they identify. The remaining courses in the program are electives.

MASTER OF ARTS

This program is designed for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of one or more members of the department.

Admission Requirements

The usual entrance requirement is a relevant four-year bachelor's degree in arts, science, or a helping profession. Although most students will have a four-year bachelor's degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as occupational therapy, speech pathology, physiotherapy, nursing, social work or other area relevant to their specific program of study are also eligible to apply for admission. Applicants with a relevant three-year bachelor's degree must take a fourth year of appropriate study before applying for admission to the program. As discussed previously (see section on General Departmenta Admission Requirements, page 119), admission to this program is highly competitive.

Program Requirements

The M.A. program is comprised of six half-courses and a thesis. It may be undertaken on a full- or part-time basis. Students are required to take EDT1200: Foundations of Human Development and Education, plus two research courses. Students who have not had a previous course in Human Development will be required to take EDT1201: Child and Adolescent Development or an alternative course in adult development as one of their six half-courses. The remaining courses in the program are electives.

DOCTOR OF EDUCATION

The Ed.D. program is intended primarily for educators who have demonstrated their practic capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Applicants with a University of Toronto master's degree in Educational Psychology, Special Education or equivalent (including Early Childhood Education, Instruction and Special Education, Applied Developmental Psychology or Adaptive Instruction) who wish to proceed to doctoral studies will be considered for admissio to the Ed.D. program. Applicants with a master' degree in other specializations in Adult Education, Applied Psychology, or Curriculum will also be considered but may have to complete additional courses to fulfil master's level requirements. The equivalent of a University of Toronto A- average in the master's degree is ordinarily required for admission. Students who have not done a master's thesis will be required to submit a qualifying research paper (QRP) prior to final admission to the program. As discussed previously (see section on General Departmental Admission Requirements, page 119), admission to this program is highly competitive.

Program Requirements

The Ed.D. program is comprised of eight half-courses plus an internship and a thesis. While students may begin the program on a part-time basis, a minimum of one year of full-time study is required. Students are required to take EDT3200: Research Proseminar on Human Development and Education, plus one other research course, and six electives selected in consultation with their adviser. EDT1201: Child and Adolescent Development or an alternative course in adult development is highly recommended for students who have insufficient background in Human Development.

DOCTOR OF PHILOSOPHY

The Ph.D. program emphasizes knowledge in the several disciplines related to theory building in the area of Human Development and Education. The program is designed for students who wish to pursue a career in university or community college teaching and careers that require advanced skills in research and evaluation. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of one or more members of the department.

Admission Requirements

Applicants must have a relevant four-year bachelor's degree and a master's degree in Educational Psychology, Special Education or equivalent (including Applied Cognitive Science, Early Childhood Education, Instruction and Special Education, Applied Developmental Psychology, Child Study and Education or Adaptive Instruction). Students with master's degrees in other areas of Applied Psychology, Adult Education, Curriculum, or a helping profession such as speech pathology, nursing, social work, physiotherapy, or occupational therapy will also be considered, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a qualifying research paper (QRP) prior to final admission to the program. The equivalent of a University of Toronto A- average in the master's degree is ordinarily required for admission. As discussed previously (see section on General Departmental Admission Requirements, page 119), admission to this program is highly competitive.

Program Requirements

The program is comprised of six half-courses, a comprehensive examination, and a thesis. All students are required to take EDT3200: Research Proseminar on Human Development and Education, plus one research course. The remaining courses should be chosen in consultation with the students' adviser. EDT1201: Child and Adolescent Development or an alternative course in adult development is highly recommended for students who have insufficient background in Human Development.

SCHOOL AND CHILD-CLINICAL PSYCHOLOGY

(The former Ontario Council of Graduate Studies program in School Psychology is now being offered under the title School and Child-Clinical Psychology.)

The School and Child-Clinical Psychology program provides theoretical and professional training in preparation for psychological work with children in schools, clinics, and research settings. The program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, school consultation, prevention, and the psychology of exceptional learners. Opportunities are available for research and clinical work with infants, young children, adolescents, families, and adults with learning disabilities. As the intent is to facilitate the training of scientist-practitioners, an apprenticeship approach is favoured. Students are expected to become closely involved in the research of one or more members of the department.

MASTER OF ARTS

The M.A. program is intended to meet the academic requirements for registration as a Psychological Associate. As the focus of the program is applied, with a variety of practicum experiences, it demands two years of full-time study.

Admissions Requirements

Admission to the M.A. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology. The usual admission standard is standing equivalent to a University of Toronto A- or better. Applicants who have at least three years of successful post-bachelor's professional experience may be admitted with slightly lower standing if they can document to the satisfaction of the admissions committee that they can meet the standards of the program in terms of research and applied work. As discussed previously (see section on General Departmental Admission Requirements, page 119), admission to this program is highly competitive.

Program Requirements

Students are required to take 10 half-courses and complete a thesis. The required courses are
EDT1219: Ethical Issues in Psychology,
EDT1215: Psychological Assessment of School-Aged Children,
EDT1216: Psychoeducational Assessment,
EDT1218: Seminar and Practicum in Therapeutic Intervention with Children and
EDT1220: Seminar and Practicum in School Psychology.

In addition, students select one course in each of psychopathology, child development, intervention in school and child-clinical psychology, assessment, and research methods. Included in the program are two practica of approximately 200 hours each.

DOCTOR OF PHILOSOPHY

Like the master's program above, this program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of this program would assume positions of greater professional and administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. program is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission requirements normally include a University of Toronto four-year bachelor's degree in Psychology or its equivalent and the two-year M.A. in School and Child-Clinical Psychology or its equivalent (including the M.A. in Applied Developmental Psychology - Clinical Option) completed with the equivalent of a University of Toronto A- average or better. A limited number of outstanding students holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be admitted to an eight half-course doctoral program. However, if the master's program was not equivalent to the M.A. (School and Child-Clinical Psychology) program, the student will be required to take additional courses to receive training equivalent to that of our own students in the two-year M.A. program. As discussed previously (see section on General Departmental Admission Requirements, page 119), admission to this program is highly competitive.

Continuation from the M.A. to the Ph.D. program is not automatic. Students must demonstrate to the satisfaction of the admissions committee that their research and applied work is of doctoral calibre.

Program Requirements

The Ph.D. program is comprised of eight half-courses, a comprehensive examination, at least 2000 hours of internship, and a doctoral dissertation. Students are expected to complete the comprehensive examination before the end of their residency period. Students should consult the Internship Coordinator to arrange their internships. Students are required to take three courses in psychological assessment and intervention, and one course in each of cognitive/affective foundations of psychology, social foundations of psychology, biological foundations of psychology, advanced research methods, and history and systems of psychology.

The College Of Psychologists Of Ontario And Preparation For Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The M.A. in School and Child-Clinical Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The Ph.D. in School and Child Clinical Psychology is designed to meet the academic requirements for registration as a Psychologist. Two other programs which were designed to meet the academic requirements for registration as a Psychological Associate or Psychologist (the Diploma in Assessment and Counselling at the Institute of Child Study, and the Applied Developmental Psychology - Clinical Option) are no longer being offered to new students.

For further information on registration as a Psychologist or Psychological Associate, contact:
The Registrar
College of Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, ON M4T 1W5

CHILD STUDY AND EDUCATION

MASTER OF ARTS

The Child Study and Education program is based at the Institute of Child Study, a centre of professional training and research in childhood and education. The M.A. offers a unique, research-based teacher education experience. On successful completion of the two-year program, students are awarded an M.A. in Child Study and Education. Eligible graduates are recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate and for Part 1 of the three session qualification in Primary Education. This qualifies the holder to teach in the primary and junior divisions of Ontario Schools. Graduates who have successfully completed EDT4280: Issues in Adaptive Instruction, will also be recommended for Part 1 (core 1 and core 2) of the three session qualification in Special Education.

There are two concentrations in the program:

•Primary Education
Candidates wishing to be eligible for Part 2 of the three session Primary Education qualification will complete 6-week, first-year placements in kindergarten/early childhood, grade 1-3, and grade 4-6 settings, plus at least one other 6-week placement during their first year of study. Candidates will complete a second-year internship in an elementary classroom in their second year of study. Candidates completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer.

•Special Education
Candidates wishing to be eligible for Part 2 of the three-session Special Education program will complete at least one 6-week, first-year placement in a special education setting in addition to 6-week placements in kindergarten/early childhood, grade 1-3, and grade 4-6 settings. Candidates will complete a two-part, second-year internship in integrated and withdrawal special education settings. In addition, candidates will elect course EDT1285: Psychology and Education of Children with Learning Disabilities, and a second approved special education elective course in their second-year program. Candidates completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer. Certificates will be endorsed for Learning Disabilities, and the second area elected by the student following Ministry of Education and Training Guidelines.

Admission Requirements
Admission to the M.A. in Child Study and Education program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree. The usual admission standard is standing equivalent to a University of Toronto mid-B or better. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions.

Program Requirements
Students are required to take the equivalent of 16 half-courses, including all required courses and practica. Required courses are:

EDT2200H	Child Study: Observation, Evaluation and Reporting
EDT2201Y	Childhood Education Seminar
EDT2202H	Childhood Education Seminar II: Advanced Teaching
EDT2210H	Introduction to Curriculum
EDT2211H	Theory and Curriculum I: Language and Literacy
EDT2212H	Theory and Curriculum II: Math and Science, Children's Epistemologies
EDT2220Y	Teaching Practicum
EDT2221H	Advanced Teaching Practicum I
EDT2222H	Advanced Teaching Practicum II
EDT2230H	Designing Educational Programs.

The remaining courses are electives.

In addition, all candidates must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

For full information on the Child Study and Education program contact:
Anne Radford, Program Secretary
Institute of Child Study
45 Walmer Road
Toronto, ON M5R 2X2
Telephone: (416) 978-3457
FAX: (416) 978-6485
(e-mail) Anne_Radford@oise.utoronto.ca

ADDITIONAL TEACHER EDUCATION QUALIFICATIONS IN SPECIAL EDUCATION

For students who have an Ontario Teacher's Certificate, certain courses have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. Students should consult their faculty advisors and the Guidelines brochure regarding which courses are accepted for these additional qualifications.

COURSES

A course is identified with this department when the first two digits in the course number are 12, 22, 32, 42 or 52. Numbers 12, 22 and 42 denote a master's level course, while numbers 32 and 52 denote a doctoral level course.

EDT1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.

K. Oatley, J. Astington, A.J. Biemiller, R. Case and Staff

EDT1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventive and remedial phases of mental health are examined.

R. Volpe and Staff

EDT1204H Cognitive and Cognitive-Behavioural Interventions for Children and Adolescents

An overview of cognitive and cognitive-behavioural techniques used by school and child-clinical psychologists in helping socially-unskilled, depressed, aggressive, inattentive, youngsters. Underlying theory and evaluative research will be critically reviewed. Practicum opportunities include implementation of these interventions under supervision and design of research projects in these areas.

Staff

EDT1211H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.

J. Hardacre and Staff

EDT1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles and approaches to psychological assessment of school-aged children. Topics will include the history of intelligence testing, test construction, statistical concepts relating to psychometrics, and various approaches to the assessment of children. Students will develop a working knowledge of individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children-III, as well as educational testing and tests of special abilities.

Prerequisite: This course is limited to students in the School and Child-Clinical Psychology program and is a co-requisite with course EDT1216.

M. Peterson-Badali, T.W. Humphries, J. Wiener, and D.M. Willows

EDT1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests (WISC-II), academic tests, tests of special abilities and behaviour

rating scales within the context of a practicum assignment in the Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Child-Clinical Psychology program who have completed course EDT1215.
M. Peterson-Badali, T.W. Humphries, J. Wiener, and D.M. Willows

EDT1217H Advanced Behaviour Management in Therapy and Education

A review of behavioural management and self-management theories and techniques applicable to clinical and school settings. A basic knowledge of learning theory is assumed. Emphasis will be on developing skills in analysis of behavioural units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
Staff

EDT1218H Seminar and Practicum in Therapeutic Intervention with Children

Examination and discussion of therapeutic interventions including individual and family therapy, problem-focused counselling, school- and group-based interventions, for children in school or clinical settings.
Note: School and Child-Clinical Psychology students only, ordinarily in the second M.A. year. Students are expected to consult with the Internship Coordinator to arrange a practicum placement.
Prerequisite: EDT1220 or equivalent.
Staff

EDT1219H Ethical Issues in Applied Psychology

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Legislation impacting professionals working in psychology is reviewed, and standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
M. Peterson-Badali and Staff
(offered jointly with Adult Education, Community Development and Counselling Psychology)

EDT1220H Seminar and Practicum in School Psychology

This course is intended to provide students in School and Child-Clinical Psychology with a grounding in conceptual and policy issues and an introduction to prevention and intervention approaches used by psychologists in the educational system. Students will apply the principles discussed in the seminar in a practicum placement of at least 200 hours.
Note: School and Child-Clinical Psychology students only, ordinarily taken in the first year of the School and Child-Clinical M.A. program.
S. Miezitis, J. Wiener and Staff

EDT1222H Approaches to Psychotherapy with Children and Adults

This course introduces the major theories of counselling and psychotherapy with children and adults including, cognitive-behavioural, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.
C. R. Musselman and Staff

EDT1223H Depression in the Schools: Assessment, Prevention, and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

EDT1224H Atypical Development of Human Relationships in Early Childhood

In this course we consider atypical emotional and behavioural development in early childhood in the context of children's family and social relationships. We examine the role of the family in the emotional development of children including the attachment system, parent-child relationships, children in the context of the parental marriage, and sibling relationships.
J. Jenkins and Staff

EDT1225H Practicum in Diagnostics and Psychotherapy
A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.
Prerequisite: This course is limited to students in the School and Child-Clinical Psychology program who have completed EDT1216. Permission of instructor is required.
Staff

EDT1230H Assessment of Infants and Preschool Children
This course will cover the assessment of young children's cognitive, emotional, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to some Piagetian and clinical techniques. General principles of assessment and report writing will be included. Students will do a practicum.
M. Lewis and Staff

EDT1231H School-Based Social Competence Promotion
Concepts of social competence emerging from several theoretical perspectives are critically surveyed. The role of school psychologists in promoting social development is emphasized. The practicum provides experience either in the implementation of social skills training in schools or in the refinement of research in this area.
J. Wiener and Staff

EDT1233H Cognition, Development and Education
This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of concern as reading and learning from texts, mathematical competence, learning in the sciences and social studies, problem-solving, motivation, and teaching practices.
Note: Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
D. R. Olson and Staff

EDT1234H Foundations of Cognitive Science
This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D.R. Olson and Staff

EDT1235H Research Methods in Human Development and Applied Psychology
This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semi-structured interviews) as well as their rationales and the implications of their use. The four main statistical methods of analysis - chi-square, analysis of variance, correlation, and regression - will be reviewed and applied to specific pieces of research. The preparation and writing of a dissertation proposal will be addressed.
K. Oatley, P. Lindsay and Staff

EDT1236H Psychopathology for School and Child-Clinical Practice
This course familiarizes the student with the etiology, characteristics, and treatment of selected psychological disorders affecting school-age children. Specific attention is given to the role of school psychology personnel in the diagnosis and treatment of the disorders considered. Students will evaluate portrayals of psychological disorders to teachers, parents, and the general public.
J. Jenkins and Staff

EDT1237H Cognitive Development and Instruction
This course will cover the core issues in cognitive development from several theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Intervention and instruction will be related to developmental issues.
M. Lewis, R. Case and Staff

EDT1238H Special Topics in Human Development and Applied Psychology
A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

EDT1241H Outcomes of Early Education and Child Care
This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered.
Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A.J. Biemiller, J. Hardacre and Staff

EDT1249H Emotional Development
This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, representation, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
M. Lewis and Staff

EDT1255H Systemic Family Therapy for School and Child-Clinical Practice
The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and child-clinical psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.
Note: This course is normally limited to students in the School and Child-Clinical Psychology program. Others by permission of the instructor.
J. Jenkins and Staff

EDT1256 Child Abuse: Intervention and Prevention
An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.
R. Volpe and Staff

EDT1259H Child and Family Relationships - Implications for Education
This course has a dual focus: consideration of theory/research related to child-parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
J. Jenkins, C.M. Corter and Staff

EDT1260H Children, Psychology and the Law
A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, Special Education, issues in custody and access assessment, children and youths' understanding of the legal system, and children as witnesses. Note: This is not intended as a law course, but to acquaint psychology practitioners with relevant legal issues.
M. Peterson-Badali and Staff

EDT1265H Social Development in Infants and Children
This course examines the child's social development from infancy to middle childhood. Major topics include the nature of human sociality; neonatal and infant sociality (empathy, bonding, attachment, interactive play, etc.); egocentricity vs. socio-centricity in early childhood; mythic structure of children's television; enculturation to the folkways and values of elementary school; children's conversations.
Staff

EDT1270H Children's Theory of Mind
The course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their

understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and examines some theoretical explanations of children's understanding of the mind.
J.W. Astington

EDT1272H Play and Education
A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
J. Hardacre

EDT1273H Psychology of Disability and Empowerment
This theoretical and practical course is intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability," "impairment," "integration," "professionalism," and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.
P. Lindsay

EDT1274H Research Planning in Human Development and Applied Psychology
The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in human development and applied psychology.
P. Lindsay, C.R. Musselman, and E. Geva

EDT1279H Prevention and Intervention in Human Development
This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
R. Volpe and Staff

EDT1281H Psychology and Education of Children and Adults with Developmental Handicaps
The identification and etiology of developmental delay and the intellectual/social development of developmentally delayed people. Issues of inclusion and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.
Staff

EDT1284H Psychology and Education of Children and Adolescents with Behaviour Disorders
Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.
J. Wiener and Staff

EDT1285H Psychology and Education of Children with Learning Disabilities
Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
T.W. Humphries and J. Wiener

EDT1286H Psychology and Education of Adolescents and Adults with Learning Disabilities
Psychological and educational characteristics of adolescents and adults with learning disabilities with an emphasis on the interplay between constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Current intervention approaches used in educational, community, and work settings will be critically evaluated.
J. Wiener, U. Shafrir and Staff

EDT1290H Psychology and Education of Autistic Children

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
Staff

EDT1297H Biological Foundations of Atypical Development

This course will focus on what is currently known regarding the various biologically based conditions responsible for atypical development. A framework for examining etiology of handicapping conditions will be offered and an overview of both the implications of nature and nurture in the development of atypical children. Particular emphasis will be placed on genetic syndromes and pre and perinatal insult and its ramifications. Both etiology and characteristic profiles will be discussed for all conditions. Literature reviews will provide students with an understanding of the educational interventions and implications of particular biologically based disabilities, with particular emphasis on intellectual disabilities.
T. W. Humphries and Staff

EDT1299H Language Assessment and Intervention

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C.R. Musselman and Staff

EDT1310H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.
D.M. Willows
(offered jointly with Curriculum, Teaching and Learning)

EDT1311H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D.M. Willows
(offered jointly with Curriculum, Teaching and Learning)

EDT1381H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva
(offered jointly with Curriculum, Teaching and Learning)

EDT2200H Child Study: Observation, Evaluation and Reporting

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
C.M. Corter and Staff

EDT2201Y Childhood Education Seminar

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child

development and learning theory. This seminar draws on the students' experiences from practicum placements.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and Staff

EDT2202H Childhood Education Seminar II: Advanced Teaching
This seminar will provide for discussion of topics and issues that emerge during students' internships (Advanced Teaching Practicums I & II).
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
R. Volpe and Staff

EDT2210H Introduction to Curriculum
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

EDT2211H Theory and Curriculum I: Language and Literacy
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical consideration of children's linguistic development from infancy onwards, and of the differences between oral and written language.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J.W. Astington and Staff

EDT2212H Theory and Curriculum II: Math and Science, Children's Epistemologies
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of science and mathematics. The practical issues are informed by theoretical consideration of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
R. Case and Staff

EDT2220Y Teaching Practicum
Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of a mentor teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and Staff

EDT2221H Advanced Teaching Practicum I
Second year Child Study and Education students carry out two internship placements in the same setting, each lasting seven weeks. Internships may be in classes from preschool though grade six. Through these internships students consolidate teaching skills under the supervision of a mentor teacher on site and a staff member from the Institute of Child Study. Each internship provides a total of 168 practicum hours.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

EDT2222H Advanced Teaching Practicum II
Description as for EDT2221.

EDT2230H Designing Educational Programs
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
A.J. Biemiller and Staff

EDT2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level
Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

EDT3200H Research Proseminar on Human Development and Education
An introduction to the history and basic ideas of human development and education with an emphasis on applications. Faculty members working on human development research explain how their work is conceived, designed and analysed. Students will work individually and collaboratively on designing, preparing and presenting a piece of research.
D. Keating, M. Lewis and K. Oatley

EDT3201H Qualitative Research Methods in Human Development and Applied Psychology
This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist, and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record and, archival data management will be discussed. Students will have an opportunity to design, implement, analyse, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.
R. Volpe

EDT3203H Recent Advances in Children's Theory of Mind
The course assumes that students have an overview of children's developing theories of mind and focuses on particular research issues in the area. Different issues will be considered each time the course is offered, reflecting current concerns from different research perspectives, such as autism, infancy, epistemology. The course also considers how theories of mind might have developed during evolution and assesses different theoretical explanations of children's understanding of the mind.
Prerequisite: EDT1270 or permission of the instructor.
J.W. Astington and Staff

EDT3204H Contemporary History and Systems in Human Development and Applied Psychology
An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.
R. Volpe

EDT3205H Advanced Research Methods in Human Development and Applied Psychology
The course focuses on current research and methods in human development and applied psychology, including experimental, differential, developmental, and intervention approaches. There is a special emphasis in this advanced course on multivariate approaches to developmental research. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.
D. Keating and K.E. Stanovich

EDT3208H Research Seminar in Adolescent Development
This seminar is presented from a psychoanalytic point of view and covers the areas of emotional and affective processes; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological changes during the adolescent years.
Staff

EDT3209H Psychology of Language and Literacy
This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy

development, writing systems and the role of linguistic processes in thinking and instruction.
Prerequisite: Permission of instructor.
D.R. Olson and Staff

EDT3210H Research Seminar in Social Psychology in Education
Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher-student, counsellor-client, and parent-child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
Note: Open to doctoral students only.
Staff

EDT3229H Cognition and Emotion in Development
After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis , R. Case and Staff

EDT3230H Understanding Narrative
In this course we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one Nineteenth-Century novelist, a case history of Sigmund Freud, a short novel by a modernist writer (Virginia Woolf), and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
K. Oatley and Staff

EDT3231H Psychodynamic Bases of Therapy
In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.
K. Oatley and C.R. Musselman

EDT3237H Recent Advances in Cognitive Development and Education
This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviours will be related to underlying changes in cognitive structures and processing.
Prerequisite: EDT1237 or its equivalent, or permission of instructor.
R. Case, M. Lewis and Staff

EDT3238H Special Topics in Human Development and Applied Psychology
Description as for EDT1238.

EDT3240H Advanced Socio-Emotional Assessment Techniques
An advanced course in assessment of socio-emotional functioning including standardized an projective assessment techniques.
Staff

EDT3241Y Advanced Practicum in Diagnostics and Psychotherapy
This course focuses on psychodiagnosis and psychotherapy, both of which contain theoretic and practical aspects.
Prerequisite: Students must have permission o the instructor.
Staff

EDT3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for EDT2252.

EDT3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.

K.E. Stanovich and Staff

EDT3286H Developmental Neuropsychology

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.

Staff

EDT3292H Psychoeducational Assessment: Advanced Level

Students employ a combination of formal psychological and educational testing and ecological and dynamic assessment approaches to assess children and adults referred to the OISE/UT Psychoeducational Clinic because of learning problems. Psychoeducational assessment is conceptualized as embedded in a counselling process wherein the contributions of clients, parents, and teachers are included in the diagnostic formulation; the goal is to enable them to achieve greater understanding of the nature of the learning problems and effective intervention approaches.

Note: This course is intended for doctoral students in School and Child-Clinical Psychology. Others by permission of the instructor.

Prerequisite: EDT1216 or EDT4271 or EDT4292, or equivalent, and permission of instructor.

J. Wiener and Staff

EDT3310H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.

K.E. Stanovich

(offered jointly with Curriculum, Teaching and Learning)

EDT3502H Computer-Supported Intentional Learning Environments

Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.

M. Scardamalia

(offered jointly with Curriculum, Teaching and Learning)

EDT4271Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/ psychologists, special education and curriculum consultants, and classroom and resource teachers.

Note: This course is normally limited to students in School and Child-Clinical Psychology and to students in the interdepartmental program in Adaptive Instruction. Permission of the instructor is required.

D.M. Willows and Staff

EDT4275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main-streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay and Staff

EDT4276H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan

EDT4280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations.
A. Jordan, C.R. Musselman, J. Wiener, P. Lindsay and Staff

EDT4283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating and Staff

EDT4287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers to use in the school setting. A variety of classroom-based strategies including school-wide prevention programs, social skills training, social problem solving programs and life space interviewing will be discussed and evaluative research on these approaches will be analysed.
J. Wiener and Staff

EDT4288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations.
U. Shafrir

EDT4291H Special Topics in Adaptive Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

EDT4292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T.W. Humphries, A. Jordan, and J. Wiener

EDT4293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, C.R. Musselman, and U. Shafrir

EDT4294H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan, and J. Wiener

EDT5280H Advanced Research Planning in Human Development and Applied Psychology

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva, K.E. Stanovich, and C.R. Musselman

EDT5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

EDT5284H Assessment and Intervention in Multicultural/Bilingual Contexts

This course explores assessment and intervention issues and techniques arising in second-language and multicultural contexts. Topics covered include cross-linguistic assessment, prose comprehension, linguistic and communicative development, the role of orthography and phonological skills, mathematical disabilities, and communication with parents.
Prerequisite: At least one prior assessment course.
E. Geva

EDT5285H Analysis of Instruction

In this course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically, and to make the case for a research agenda and design a study in the field.
A. Jordan
(offered jointly with Curriculum, Teaching and Learning)

EDT5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.
Staff

JPX1001Y Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
(Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology)
C.M. Corter (Coordinator)

CHAIRS AND COORDINATING FACULTY

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, and Chairperson of the Department
(political economy and education; class analysis; education and work; ideologies and consciousness; alternative futures)

Kari Dehli, Ph.D. (Toronto)
Associate Professor, and Associate Chairperson of the Department
(feminist studies in sociology and education; educational policy and state formation; feminist politics; power, language, and subjectivity)

C. Paul Olson, M.A. (Princeton)
Graduate Studies Academic Secretary, to whom program inquiries for this Department should be directed:
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

Edward B. Harvey, Ph.D. (Princeton)
Coordinator of Ed.D. program, to whom inquiries should be directed:
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

FACULTY

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed to the Department of Theory and Policy Studies in Education
(gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice; sociology of education; higher education)

Stephen Anderson, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(planned educational change, school improvement, teacher development, program evaluation)

Kathy Bickmore, Ph.D. (Stanford)
Assistant Professor, cross-appointed from the Department of Curriculum, Teaching and Learning

Dwight Boyd, Ed.D. (Harvard)
Professor, cross-appointed from the Department of Theory and Policy Studies in Education

George J. Sefa Dei, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledge; political ecology; ethnography)

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; family policy; new reproductive technologies; feminist eco-sociology)

Michael Fullan, Ph.D. (Toronto)
Professor, and Dean
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

James L. Heap, Ph.D. (British Columbia)
Professor, cross-appointed from the Departmen
of Theory and Policy Studies in Education

Monica Heller, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department o
Anthropology, University of Toronto
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)

Helen Lenskyj, Ph.D. (Toronto)
Associate Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)

Dieter Misgeld, Dr. Phil. (Heidelberg)
Professor, cross-appointed from the Departme
of Theory and Policy Studies in Education

Roxana Ng, Ph.D. (Toronto)
Associate Professor
(race and gender relations; feminist and anti-racist pedagogies; community-state relations; phenomenology of the body)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to the Department of Theory and Policy Studies in Education
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)

Sherene H. Razack, Ph.D. (Toronto)
Associate Professor
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)

Kathleen Rockhill, Ph.D. (California at Berkeley)
Associate Professor
(feminist, postmodern, queer and antiracist theories as applied to the study of disability and sexuality; qualitative and autobiographically-based inquiry)

Dorothy Smith, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

CROSS-APPOINTED FROM THE OFFICE OF RESEARCH AND FIELD ACTIVITIES

George E. Burns, Ed.D. (Toronto)
Associate Professor, Midnorthern/Northeastern Centre
(policy research; phenomenology of educational change; organization-community relations and development; collaboration; education equity; child abuse prevention; bilingual education; native education; school board trusteeship)

ASSOCIATED INSTRUCTOR

Wallace Seccombe, Ph.D. (Toronto)

DEPARTMENTAL FOCI

Faculty and student research and interests represent a variety of approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the six areas listed below. Students are not required to stay within a single focus when selecting courses.

- **Focus on Comparative, International, and Development Education**
  This focus is fully described in the Interdisciplinary Research Foci section. Relevant courses: 1139 (core course offered in the Department of Theory and Policy Studies can be counted for Sociology in Education credit), 1948, 1979, 3930, 3940. Faculty include: Stephen Anderson, George Dei, David Livingstone, Paul Olson, and Joseph Farrell (Curriculum, Teaching and Learning).

- **Focus on Critical Anti-Racism Studies**
  Relevant Courses: 1903, 1947, 1948, 1968, 1969, 1972, 1975, 1978, 1979, 1987, 1996, 3904, 3974, 3977Y. Courses listed under this program provide students with an *integrative* view of social difference (race, class, gender and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production.

- **Center for Integrative Anti-Racism Studies**: In the 1996-97 academic session, the Department established a Center for Integrative Anti-Racism Studies (CIARS) which will bring together faculty and students whose research interests and political commitments are in anti-racism. The Center will provide a supportive research environment, linking communities of colour, marginalised communities, and the university in a pursuit of social justice. The mandate of CIARS, namely, the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education, defined as how individuals and communities come to know the world and act within it. Students and faculty working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism, and heterosexism.

Faculty include: Dwight Boyd, Kari Dehli, George Dei, Helen Lenskyj, Roxana Ng, Ruth Pierson, Sherene Razack, and Kathleen Rockhill.

- **Focus on Critical Pedagogy and Cultural Studies**
  Relevant courses: 1996 (core course), 1903, 1909, 1926, 1929, 1942, 1947, 1948, 1953, 1965, 1973, 1979, 1987, 3903, 3911, 3975, 3977, 3995. Critical inquiry into the roles played by common (school and non-school) educational institutions in producing and maintaining cultures, symbolic dominance, and social inequalities; and analyses of alternative teaching materials and pedagogies intended to address and transform domination and inequality. Related courses are offered in the departments of Adult Education, Community Development and Counselling Psychology (AECDCP); Curriculum, Teaching and Learning (CTL) and Theory and Policy Studies in Education (TPSE). Faculty include: K. Bickmore, George Burns, Kari Dehli, George Dei, Monica Heller, Helen Lenskyj, David Livingstone, Roxana Ng, Paul Olson and Kathleen Rockhill.

- **Focus on Feminist Studies and Gender Relations in Education**
  Relevant courses: 1972 (the core course for this focus), 1907, 1917, 1954, 1971, 1973, 1975, 1981, 1984, 3904, 3972, and 3975. Also relevant: 1439. Gender studies in the family, school, and workforce; feminist practice; gender, class, race, language, and cultural reproduction; social history of women and women's education; feminism and feminist historiography. Note that other courses offered by feminist faculty, but not listed in this focus, may be taught from a feminist perspective. Faculty include: Sandra Acker, Dwight Boyd, Kari Dehli, Margrit Eichler, Edward Harvey, Monica Heller, Helen Lenskyj, Roxana Ng, Ruth Pierson, Sherene Razack, Kathleen Rockhill, and Dorothy Smith.

- **Focus on Policy and Practice in Education**
  Relevant courses: 1900, 1903, 1907, 1909, 1910, 1914, 1926, 1929, 1948, 1953, 1960, 1965, 1973, 1990, 3911, 3976, and 3995 and two Special Topics courses [1984] taught by D.E. Smith and G. Burns. A variety of sociological and methodological approaches concerned with equity in education; the relationship between theory and practice; and the interface between social diversity, legislation, policy, research, and education practice (e.g. policy analysis; planned educational change policies and practices; organizational and community development; and observations, issues and concerns of multiple stakeholders including students, parents, educators and those involved in other social institutions, reflecting both diversity and diversity of interests in their communities). Faculty include: Sandra Acker, Stephen Anderson, Kathy Bickmore, George Burns, Kari Dehli, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, David Livingstone, Roxana Ng, Paul Olson, and Dorothy Smith.

- **Focus on Political Economy of Education**
  Relevant courses: 1950 (the core course), 1903, 1904, 1928, 1948, 1951, 1953, 1979, 3940, 3953, 3995.
  This focus addresses the theory and methodology of historical materialism; the dialectical relationship between social class, race, gender and education; changes in and restructuring of labour markets, labour process and skills training; women's labour and economic development; the relationship between learning and work; and issues in international development. Closely related to this focus is the OISE/UT-wide Focus on Comparative, International, and Development Education (see Interdisciplinary Research Foci section of the *Bulletin*. Relevant courses: 1948, 1979, 3930, 3940. Faculty include: George Burns, Kari Dehli, George Dei, David Livingstone, Roxana Ng, Paul Olson, and Dorothy Smith.

Note: Collaborative Environmental Studies Program participation: Master's level students in the Department of Sociology in Education can participate in the Collaborative Environmental Studies Program. For complete details on the program, please check under "Adult Education, Community Development and Counselling Psychology". Margrit Eichler is the contact person in the Department of Sociology in Education.

Note: Studies in Native Education: A variety of faculty in Sociology and other departments at OISE/UT have an interest in native education. For more information on this area of interest, contact either Dr. George Burns at OISE/UT's Mid-Northern Centre at Sudbury, or Paul Olson for a list of resources in this area.

Note: M.Ed. in Gender Equity: This Interdepartmental specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's main program within the Department of Sociology in Education. One course on Gender Equity in the Classroom is required (during the 1997-98 year, this course will be listed a "Special Topics" course, an EDT1984 course, in the **OISE/UT Course Schedule, Winter Session 1997/98**); two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization. For more information, see Bulletin entry on 'Interdepartmental Specializations' and/or contact CWSE at 923-6641, ext. 2204, or by e-mail to "cprice@oise.utoronto.ca".

PROGRAMS

This department offers programs leading to the M.Ed., M.A., Ed.D., or Ph.D. degree with specialization in Sociology in Education. A minimum period of full-time on-campus study (residence) is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. programs may be pursued either part-time or full-time.

In the Department of Sociology in Education, the M.Ed. degree may be pursued under either Option II (eight half-courses and a major research paper - MRP) or Option III (six half-courses and a thesis). (See the Minimum Requirements for Admission and Degrees section.) Admission to Option III is based on a four-year undergraduate degree in sociology or equivalent. Applicants who prefer Option III should contact the chairperson of the M.Ed./Ed.D. admissions committee.

The department strongly encourages prospective Ed.D. applicants, including M.Ed. students who anticipate proceeding to Ed.D. studies, to develop methodological and theoretical competence during their master's programs. For information on the Ed.D. program, please contact Edward Harvey.

All incoming students without adequate preparation in sociology in education are strongly encouraged to take course EDT1900 or EDT1901 and a sociological theory course early in their program.

From time to time the Department of Sociology in Education offers courses off-campus to serve M.Ed. and Ed.D. students in localities outside Toronto. Off-campus students typically complete their program by enroling in courses on-campus during the summer and/or by enroling as full-time students during a regular academic year. Information about off-campus and on-campus courses to be offered in the 1997 Summer Session and the 1997/98 Winter Session will be available from the Office of Graduate Studies in March. The schedule of courses will also contain information on courses EDT1984 and EDT3984, to be offered in 1997/98.

Le Département de sociologie en éducation participe à un programme de cours à distance intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, dont la langue d'enseignement est le français. Ce programme multidisciplinaire mène au diplôme de M.Ed. La clientèle étudiante de Toronto peut aussi suivre ces cours. Vous trouverez ci-dessous la description en français des cours de sociologie qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique "Études en Français" (voir Graduate Interdisciplinary Research Foci, page 43).

Students in all programs should consult, by telephone or in person, their assigned advisor prior to selecting courses for their program. (Note that the advisor is not necessarily the thesis or MRP supervisor; the supervisor is usually sought during a student's program). Please consult the Registrar's Office, Graduate Studies Unit, if you have questions about the number of courses in your program that must be in Sociology in Education. The development of an individual program is the responsibility of each student. Course outlines are available for consultation in the department. To help students articulate and focus their intellectual concerns, the department offers:

- coursework in sociology in education as listed on the following pages;
- student-designed independent study and research projects for course credit;
- a designated faculty advisor for each student;
- supervision for the thesis or MRP (guidelines for the MRP) are available from the department);
- professional development sessions;
- the Sociology Student Handbook;

- student participation in the planning and implementation of the program;
- access to related courses in other graduate departments of the University of Toronto as well as within OISE/UT.

Ph.D. candidates are required to take a comprehensive examination. Please consult the Sociology Student Handbook under Academic Requirements which includes information about departmental and Institute organization, facilities, and resources. The Handbook is distributed by the department at its orientations and is available from departmental staff.

DEPARTMENTAL ADMISSION REQUIREMENTS

This department welcomes applicants with diverse but relevant backgrounds that may or may not include professional preparation for education and professional experience. M.Ed. and Ed.D. applicants must have the equivalent of twelve months' professional experience. Ph.D. candidates who are admitted without sufficient previous study in sociology or cognate disciplines may be required to take a longer program of study, as will M.A. candidates without a four-year bachelor's degree **(For further information, contact the department to see MA/Ph.D. Admissions Policy I & II)**.

In addition to the general requirements for admissibility as outlined in the Minimum Requirements for Admission and Degrees section, applicants are required to submit the following:

a) a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns relevant to sociology in education and reasons for wanting to undertake a program here in sociology in education;
b) two letters of reference, both of which should be from university instructors with whom the applicant has studied or worked;
c) at least one sample of written work in the social sciences (e.g. course essay or thesis chapter).

Incomplete applications may be subject to processing delays or rejection.

COURSES

The following list demonstrates the range of courses offered within the department. Courses listed in French are generally taught in distance mode. Note that the department also regularly offers a series of EDT1984 and EDT3984 courses which are "Special Topics Courses" and involve areas of direct, new interest to faculty and students. They will be listed in early spring in the **OISE/UT Course Schedule, Winter Session 1997-98**. Students should check the Schedule at this time for these listings.

EDT1900H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
Staff

EDT1900H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation et leur intégration.
M. Heller

EDT1901H Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
J. Heap

EDT1903H Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education

This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng

EDT1903H L'éducation multilingue et multiculturelle : l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller (ne sera pas offert en 1997/98)

EDT1904H Social Stratification and Education

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D.W. Livingstone

EDT1907H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler

EDT1908H Society and Self in the Classroom

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjoined with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff

EDT1909H Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
M. Fullan (Winter Session); G.E. Burns (Summer Session)

EDT1910H Teachers' Work: Classrooms, Careers, Cultures and Change

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.
S. Acker

EDT1914H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E.B. Harvey

EDT1917H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
Staff (not offered in 1997/98)

EDT1926H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in the schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.
G.E. Burns

EDT1928H The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form - news, data, records, etc. - through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D.E. Smith

EDT1929H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists. The course offered through Distance Education mode by G.E. Burns will place a particular emphasis on Native issues in education, including greater Native control of Native education; Native advisory committees; the Native trusteeship; Native educational authorities; second level of service; Native inclusiveness, Native relevance, excellence and equity in Native education; and First Nations tuition agreement schooling.
K. Dehli (Winter Session); G.E. Burns (Summer Session)

EDT1929H L'école et la communauté

L'objet de ce cours est d'examiner l'évolution du rapport entre l'école et la communauté. L'impact des récentes innovations scolaires sur le rôle des parents vis-à-vis l'école ainsi que l'impact de la participation des parents à la vie scolaire sur l'organisation sociale de l'école seront analysés.
Membre de la faculté à déterminer

EDT1932H Ethnomethodology in Education

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J.L. Heap (not offered in 1997/98)

EDT1942H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, ainsi qu'à l'étude du comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

EDT1942H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller (not offered in 1997/98)

EDT1947Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-discrimination education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-discrimination education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G.J.S. Dei

EDT1948H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities. It explores the implications of these advances for curriculum and pedagogical practices.
Prerequisite: 1903F, or permission of instructor.
G.J.S. Dei

EDT1950H Rethinking Marxism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
Staff (coordinated by D.W. Livingstone)

EDT1951H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
David W. Livingstone

EDT1952H Individual Reading and Research in Sociology in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT1953H Ideologies, Public Opinion, and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practice, and an examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns - including surveys and discussion groups - are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public attitudes and policy-makers' decisions.
D.W. Livingstone

EDT1954H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.
M. Eichler

EDT1960H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff

EDT1962H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff

EDT1965H Teaching Conflict and Conflict Resolution: Politics and Practice

This seminar applies sociological perspectives to the practical problem of teaching young people (and giving young people opportunities) to handle interpersonal and social conflict. Participants will bring their own experience to bear on the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, school governance, and school social relations. Our focus will be less on "how to" manage conflict resolution education, and more on analysing where and how various kinds of education about conflict "fit" in (and challenge) the regularized business of schooling. Although our emphasis will be on school-based socialization and opportunities to learn, we will examine the relationships between school experience and other cultural, political, and social-structural influences. The seminar is intended as part of a program of study in Critical Pedagogy and Cultural studies, or Policy and Practice in Education.
K. Bickmore

EDT1968H Racism, Law and Radical Education

This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law.

An important activity of the course is the exploration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.
S. Razack

EDT1969H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalised and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalisation themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.
S. Razack

EDT1970H Sociological Theory in Education

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
Staff

EDT1971H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler

EDT1972H Feminist Scholarship and Education

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
R.R. Pierson

EDT1972H L'éducation et la sociologie de la femme et des rapports entre les sexes

Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants: la socialisation aux rôles déterminées par le sexe, les inégalités d'emploi, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur.
Membre de la faculté à déterminer

EDT1973H Women and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker (on-campus) and H. Lenskyj (Distance Education)

EDT1975H Gender and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
R.R. Pierson

EDT1976H Non-sexist Approaches to Stratification

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
Staff (not offered in 1997/98)

EDT1978H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.
H. Lenskyj

EDT1979H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular educational programs within that process. There is a special emphasis on the impact of the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G.J.S. Dei

EDT1981H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyse issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.
E.B. Harvey

EDT1982H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine indigenous and marginalised knowledge forms in global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of indigenous knowledge forms; questions of power, social difference, identity, and representation in indigenous knowledge production; the political economy of knowledge production; indigenous knowledge and science education; indigenous knowledge and global knowledge; change, modernity, and indigenous knowledge. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.
G. Dei

EDT1984H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff

EDT1987H Health, Illness, and Knowledge of the Body: Education and Self-Learning Processes

This course compares and contrasts how different medical systems conceptualize health, illness and the body, especially biomedicine and traditional Chinese medicine. In addition to readings, physical and meditative exercises and keeping a health journal are required.
R. Ng

EDT1990H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
S. Acker

EDT1996H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
Staff

EDT3903H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.
M. Heller

EDT3904H Sexism, Racism, Colonialism: Pedagogical Implications

This advanced seminar explores the linkages between sexism and racism by examining the interrelations of gender, race, and class in the development of nation-states in contemporary societies.

R. Ng

EDT3911H Key Issues and Principles in Managing Change

This course examines the dynamics of change in educational and social organizations and programs. The emphasis is on understanding the process of change in organizational contexts, and on deriving principles for managing change. Change theory and management are considered from various perspectives: chaos and complexity theory in social organizations; research on the implementation of educational policies and programs; conceptions of and research on organizational culture; and research on the relationship of organizations to their external environments. The course is suitable for teachers, school administrators, consultants, and other individuals interested in understanding and influencing the process of change. Each class member is expected to become involved in some practical problem of educational/organizational change of his or her choosing as an experience to increase understanding in dealing with real change situations.

Prerequisite: 1909H, or permission of the instructor.

S. Anderson with M. Fullan

EDT3927H Issues in Education, Deviance, and Legitimacy

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.

Staff (not offered in 1997/98)

EDT3928H Studies in the Social Organization of Knowledge

This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.

D.E. Smith

EDT3930H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.

J.P. Farrell (not offered in 1997/98)

EDT3934H Analysing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.

J.L. Heap (not offered in 1997/98)

EDT3940H Comparative Societies: Economic Change, the State, and Schooling

A comparative study of the interrelations of modes of production/reproduction, governing and learning. A critical review of modernization, dependency and world systems theories of societal development. Case studies will focus

on relations between economic conditions, types of state regimes, and forms of formal, nonformal and informal learning in core and peripheral capitalist societies, as well as in transitional socialist states.
D.W. Livingstone

EDT3952H Individual Reading and Research in Sociology in Education: Doctoral Level

Description as for EDT1952H.

EDT3953H Canadian Political Economy and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D.W. Livingstone

EDT3960H Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
D.E. Smith (not offered in 1997/98)

EDT3970H Advanced Sociological Theory in Education

The course reviews a series of selected frameworks examining the issue of how theory may be applied. The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work.
D.E. Smith (not offered in 1997/98)

EDT3972H Advanced Seminar on Feminist Methodology and Education

This course explores methodological and ethical issues surrounding non-sexist or feminist research. It examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (however defined) are encouraged to use this course to work through some of their research problems. Prerequisite: 1972H, 1973H, 1975H, or permission of instructor.
M. Eichler

EDT3974H Race and Knowledge Production: Issues in Research

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post- colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

EDT3975H Feminism and Poststructuralism in Education

In this advanced theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy. Prerequisite: 1972 or permission of instructor.
K. Dehli

EDT3976H Contemporary Perspectives on Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter

curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate", and so forth will be taken up through readings and student presentations.
S. Acker

EDT3977Y Qualitative Research: Implications of Feminist and Postmodern Theories for Practice

If we work from the perspective that knowledge is constructed through relationships of power, what are the implications for the production of "truth" in academic inquiry? Feminist postmodern critiques of the concepts of experience, objectivity, subjectivity, knowledge, power, and truth are considered in relation to various qualitative research methodologies. As participants conduct a small research project in the area of adult education, related problematics - such as ideology, voice, narrative and interpretive control, appropriation, (de)construction, objectification, generalization - are also considered.
Prerequisite: Permission of instructor.
K. Rockhill, or staff

EDT3980H Research Seminar: Practical Problems in Advanced Sociological Research in Education

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
D.E. Smith (not offered in 1997/98)

EDT3984H Special Topics in Advanced Sociological Research in Education

Description as for 1984H, but at the doctoral level.
Staff

EDT3995H Applied Sociology of State Formation and Educational Policy

In the first part of this course two approaches to analyses of modern state power will be surveyed: historical sociology and studies of governmentality. In the second part of the course, these approaches will be drawn upon to study specific educational policies and policy-making practices.
K. Dehli

Note: The following courses might also be of special interest to students in Sociology in Education:

Department of Curriculum, Teaching and Learning

EDT1378H	Exploring Human Understanding and Education through Visual Media
EDT3330H	Postmodern Presentations of Culture

Department of Theory and Policy Studies in Education

EDT1136H	Political Economy of Adult Education
EDT1139H	Introduction to Comparative, International, and Development Education (acceptable for credit in Sociology in Education)
EDT1148H	An Introduction to Workplace and Organizational Democracy
EDT1461H	Section titled: Women, Colonialism, Imperialism and Nationalism in History
EDT3806H	Case Studies in Comparative Higher Education
EDT1418H	The Role of Education in Theories of Women's Emancipation: I
EDT1434H	Human Rights, Politics, and Education
EDT1435H	Democracy and Education
EDT1436H	Modernity and Postmodernity in Social Thought and Education
EDT1439H	Gender, Ethics, and Education: Philosophical Issues
EDT1442H	Moral Dimensions of Educating within Commitment to Diversity
EDT1444H	Human Rights and Education in an International Context
EDT3418H	The Role of Education in Theories of Women's Emancipation: II
EDT3447H	Critical Theory as a Theory of Modernity and Education: I

James L. Heap, Ph.D. (British Columbia)
Chairperson

Paul T. Begley, Ed.D. (Toronto)
Associate Chairperson

The Department of Theory and Policy Studies in Education (TPSE) consists of four graduate programs, two representing cognate disciplines (History and Philosophy) and two representing the application of cognate scholarship to domains of practice (Educational Administration and Higher Education). Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees. Certificate and diploma programs are also offered in the Department. TPSE, as well, has an important preservice education function. In addition to supporting a wide range of research projects focused on provincial, national, and international issues in education, the Department is home to three research centres:

- The Centre for Leadership Development
- The Centre for the Study of Values
- Leadership, and The International Centre for Educational Change.

To be admitted to the Department application must be made to one of four programs:

- Educational Administration
- History of Education
- Higher Education
- Philosophy of Education.

Following information on an Interdepartmental Specialization in which all four programs are involved, a listing is provided of each program, its faculty, degree requirements, and courses.

Note: Some programs have professors emeriti who have part-time appointments. The duration of such appointments varies; please contact the Department for information on the continuing status of such appointments.

INTERDEPARTMENTAL SPECIALIZATION

M.Ed. in Gender Equity: This Interdepartmental Specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any graduate program in the Department of Theory & Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology in Education) is required; two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization. For more information, see the entry on Interdepartmental Graduate Specializations, page 39 and/or contact CWSE at 923-6641, ex 2204 or by e-mail to "cprice@oise.utoronto.ca"

EDUCATIONAL ADMINISTRATION PROGRAM

John E. Davis, Ph.D. (Toronto)
Professor Emeritus and Graduate Studies Academic Secretary, to whom inquiries for this program should be directed
(organizational theory and culture; small schools issues; school board studies)

Nina Bascia, Ph.D. (Stanford)
Associate Professor
(organizational and social context of teaching and administration; micropolitics of education; teachers' professional associations; teacher leadership; teacher development; educational policy analysis and program evaluation)

Paul T. Begley, Ed. D. (Toronto)
Associate Professor and Associate Chairperson
(administrative values; performance appraisals; school improvement processes; leadership development)

C. Elizabeth Campbell, Ph.D. (Toronto)
Assistant Professor
(ethics in education; moral dimensions of schools; qualitative research on educational policy and practice)

David J. Corson, Ph.D. (London)
Professor, cross-appointed to Curriculum, Teaching and Learning
(language policy and planning; minority schooling, school to work; discourse and power social research theory and methods)

Lorna M. Earl, Ph.D. (Western Ontario)
Assistant Professor, and Research Director, Scarborough Board of Education
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

James L. Heap, Ph.D. (British Columbia)
Professor and Chairperson
cross-appointed to the Department of Sociology and to the OISE/UT Department of Sociology in Education
(philosophy of educational research; social organization of literacy activities; ethnomethodology; conversation analysis; social phenomenology; organizations as learning communities)

Stephen B. Lawton, Ph.D. (California at Berkeley)
Professor,
(educational finance and its social, political, and economic contexts; analysis of quantitative data; total quality management (TQM) in education)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

M. Anne Millar, M.Ed. (Queens)
Associate Professor and Associate Dean
(teacher education; teacher development; educational leadership; teaching in higher education)

Donald F. Musella, Ed.D. (State University of New York at Albany)
Professor
(leadership and human resource development; organizational development and change)

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

James J. Ryan, Ph.D. (Toronto)
Associate Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; native and minority education)

Dennis Thiessen, Ph.D. (Sussex)
Professor
(program innovation; curriculum change; student and teacher perspectives; teacher development, school improvement, qualitative research, policy studies)

Richard G. Townsend, Ph.D. (Chicago)
Professor Emeritus
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies; home-school and community-school partnerships)

Rouleen Wignall, Ph.D. (Toronto)
Assistant Professor
(administrative context; health, education and educational administration; public and private life; culture/gender issues; research methodologies and ethics)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Assistant Professor
(legal context of education)

PROFESSORS EMERITI:
Alan F. Brown, Ph.D. (Alberta)
Edward S. Hickcox, Ed.D. (Cornell)
Mark Holmes, Ph.D. (Chicago)
Edward H. Humphreys, Ed.D. (Toronto)
Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)

ASSOCIATE PROFESSORS EMERITI:
John H. House, Ph.D. (Alberta)
E. Brock Rideout, M.Ed. (Toronto)

PROGRAM MISSION

The program is devoted to the study and development of policy, planning, leadership, and administration in education.

Several degree and non-degree programs are offered in Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

CERTIFICATE, DIPLOMA AND DEGREES

The M.Ed. and Ed.D. programs are designed to prepare practitioners for leadership careers at various levels. These programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. program is especially of interest to those considering a future in the university or in research.

Non-degree programs include the Certificate Program in School Management and the Diploma of Advanced Studies in Educational Administration, offered through the department; and the Ontario Principal Certification Program offered through the Centre for Leadership Development.

For information on the latter program, please contact
Vashty Hawkins
Centre for Leadership Development
Room 7-236, 252 Bloor Street West
(416) 923-6641 ext. 2721

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:

a) seven years' experience as a school business official or in some other aspect of school administration;

b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;

c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely through the Educational Administration program.

All correspondence and fees should be sent to:
S. B. Lawton, Coordinator
Certificate Program
Department of Theory and Policy Studies in Education.

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1996/97, the full-time annual fee was $3,983.00 and the half-course fee was $597.61.

Program of Study

The program of study consists of:

a) EDT1040 and EDT1041, which are strongly recommended as first courses;

b) two half-courses related to school board management, which normally include EDT1017;

c) two elective courses, normally in Educational Administration.

Students may begin the program in the Summer Session or the first or second term of the Winter Session. If full-time, the program may be completed in one Winter Session (September to April). If part-time, it may be completed through attendance in Winter and Summer Sessions.

DIPLOMA OF ADVANCED STUDIES IN EDUCATIONAL ADMINISTRATION

The Diploma of Advanced Studies in Educationa Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact:
S. B. Lawton, Coordinator
Diploma of Advanced Studies in Educational Administration
Department of Theory and Policy Studies in Education

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Program Requirements

In addition to the general requirements in the Minimum Requirements for Admission and Degrees section, pages 21 - 28, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
b) an interest in the study and practice of administration;
c) academic qualifications beyond the first degree;
d) two letters of reference (see Application Procedures section, pages 29 - 31). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program of Study

There are two options within the M.Ed. program in Educational Administration for all students.

Option II which is comprised of:
a) Three required half-courses -
1040 Educational Administration I: The School System;
1041 Educational Administration II: The School System in Society
1003 Introduction to Research in Educational Administration, or equivalent.
It is strongly recommended that 1040 be the first course taken, followed by course 1041; course 1003 should be taken toward the end of the program;
b) five other half-courses, of which at least two must be in Educational Administration;
c) a research project and a major research paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:
a) Three required half-courses -
1040 Educational Administration I: The School System
1041 Educational Administration II: The School System in Society
1003 Introduction to Research in Educational Administration, or equivalent.
It is strongly recommended that 1040 be the first course taken, followed by course 1041; course 1003 should be taken toward the end of the program;
b) three other half-courses, of which at least two must be in Educational Administration;
c) a comprehensive thesis, to be developed under the guidance of a faculty member.

Note: Applicants to Option III must have graduated with a four-year honours degree or the equivalent.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. After completing course requirements, students must continue to enrol until theses or MRPs are approved. The department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since those courses may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may commence their program in the Summer Session or in the first or second term of the Winter Session.

OFF-CAMPUS AND DISTANCE EDUCATION COURSES
(M.Ed. and Certificate students)

The department is currently offering some sections of existing courses off-campus and by audio- and computer-conferencing. The purpose is to make some Institute courses available during the first and second terms of the Winter Session to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1997 Summer Session and the 1997/98 Winter Session for continuing students will be available from the Registrar's Office, Graduate Studies Unit on March 1. New applicants should apply by January 15, although later applications to off-campus courses will be considered.
For more information, contact:
J. E. Davis
Graduate Studies Academic Secretary.
After June 30, 1997, contact P. Begley.

DOCTOR OF EDUCATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program is designed to satisfy the needs of practising and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

Program Requirements

In addition to the general requirements given in the Minimum Requirements for Admission and Degrees section, pages 21 - 28, the Educational Administration program specifies the following:

a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.

b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's
- achievement in identifying and solving educational problems;
- ability to work with people;
- leadership style; and
- awareness of current social and educational issues.

c) The applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

Those applying to the Administrator Doctoral Program option should so indicate on form B#3 of the application materials.

Program of Study

The Ed.D. program is organized into six complementary components:

a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;

b) two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship/practicum program, and only an internship/practicum program taken for credit at another university would be considered equivalent);

c) two further courses in Educational Administration at the 3000 level;
d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the department;
e) a comprehensive examination as part of the thesis proposal hearing;
f) a doctoral thesis.

A student's program of study will normally begin in the fall term. The internship/practicum, if selected, would normally be undertaken in the intersession between the second term of the Winter Session and the Summer Session; however, it can also be undertaken at other times. Successful applicants are encouraged to begin the program on a full-time basis.
The Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Program Coordinator or the thesis supervisor.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Educational Administration program that a place will be retained for them for a maximum period of two years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE/UT admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Registrar's Office, Graduate Studies Unit, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact
J. J. Ryan, Ed.D. Program Coordinator.

ADMINISTRATOR DOCTORAL PROGRAM (Ed.D.)

The Administrator Doctoral Program is designed for full-time administrators in educational or public-sector organizations. The admission and program requirements are generally the same as those of the present Ed.D. program with some exceptions. They include the same number of required courses, the internship, the comprehensive examination as part of the thesis proposal hearing, and the doctoral thesis.

Some characteristics are unique to this program option:

- Unlike that of the regular Ed.D. program, the minimum period of full-time on-campus study (residence) will be satisfied by two four-month periods.
- To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.
- The residence requirement will coincide with the scheduling of the required courses (i.e., May-August).
- Students will be in a cohort group for three of the four required courses:
  3040 Administrative Theory and Educational Problems I
  3041 Administrative Theory and Educational Problems II
  3042 Field Research in Educational Administration.
- Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.
- Students normally will be required to participate in a supervised internship, 3044 Internship/Practicum in Educational Administration, unless an alternative is approved by the Program Coordinator or the thesis supervisor.

The Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Program Coordinator or the thesis supervisor.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A./Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

Applicants to the program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. program would help in the attainment of future career goals.

Upon entry to the program, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A./Ph.D. Program Coordinator in the TPSE department.

Program Requirements

Admission to the M.A. program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto B+ standing in the final year (see the Minimum Admission, Program and Degree Requirements section, pages 21 - 28). The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto A-. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A. Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. program for those who have completed an M.A. program within the department is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and program requirements for M.A. and Ph.D. programs are set out in the Minimum Admission, Program and Degree Requirements section, pages 21 - 28.

Program of Study

MASTER OF ARTS

At least half of the required courses for an M.A. program must be completed in the program of Educational Administration. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

DOCTOR OF PHILOSOPHY

The program is comprised of at least six new half-courses, four of which normally must be 3040, 3042, 3043, and one elective advanced-level (3000) course. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the Program Coordinator.
Ph.D. candidates are required to pass a comprehensive examination as part of the thesis proposal hearing. A thesis is required.

For more information, contact:
R. G. Townsend, M.A./Ph.D. Program Coordinator in the TPSE department.

COURSES

A course is identified with this program when the first two digits in the course number are 10 or 30.

EDT1003H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in

educational administration. All master's candidates are strongly recommended to take this course towards the end of their program.
P.T. Begley, D.J. Corson, S.B. Lawton, S. Padro, J.J. Ryan, and R. Wignall

EDT1004H The Use of Research in Educational Administration
The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. Padro and staff

EDT1005H The Computer in Educational Administration
No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro

EDT1009H Administrator School-Board Relationships
A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
Staff

EDT1012H Organizational Culture and Decision-Making
An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

EDT1013H Supervisory Relationships
A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
Staff

EDT1016H School Program Development and Implementation
An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
D. Thiessen and K.A. Leithwood

EDT1017H Educational Finance and Economics
Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.
S.B. Lawton and R. Wignall

EDT1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighborhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
Staff

EDT1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
D.J. Corson

EDT1020H Teachers and the Administrative Process

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
N. Bascia and A. Hargreaves

EDT1022H The Social Context of Administration

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
N. Bascia and R. Wignall

EDT1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

EDT1024H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures.
Staff

EDT1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of

time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
Staff

EDT1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
P.T. Begley

EDT1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.
N. Bascia and Staff

EDT1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

EDT1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.
M.A. Zuker

EDT1033H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process. Students will be expected to view labor/management relations in the education sector within the context of the broader Canadian industrial relations system. Topics covered include a review of the Ontario Labour Relations Act; legislation governing public-sector bargaining in Canada, especially legislation governing bargaining in schools and colleges; the collective bargaining process; the grievance procedure; and alternative conflict-resolution mechanisms. The course is designed for those who have had no previous courses in this area and no extensive experience in union/management relations. Those who have a background in this field, either from a prior course or direct experience, should enrol in 1034 or 1035.
N. Bascia

EDT1034H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
Staff

EDT1035H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focusing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

EDT1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, information development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions that exist in the educational system.
S. Padro

EDT1037H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
Staff

EDT1038H Systems Analysis for Educational Planning and Decision-Making

An introductory overview of systematic approaches to educational planning, decision-making, and improvements. Topics to be covered include: approaches to analysis of systems, project and system planning, system design, and analysis for decision-making and implementation of change. Emphasis will be on conceptual understanding of the field and on applications to educational systems at various levels.
S. Padro

EDT1039H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems--such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
S. Quazi

EDT1040H Educational Administration I: The School System

Focus is on concepts both historical and emerging significant to the understanding of education and educational administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in administration, staff development, and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on educational administration. An effort is made to connect concepts to the reality of administrative practice. All master's candidates are strongly recommended to take 1040 as the first course in their program followe by 1041.
P.T. Begley, J.J. Ryan, and R. Wignall

EDT1041H Educational Administration II: The School System in Society

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of education, the educational system, the school, the school system, and their administration. All master's candidates are strongly recommended to take 1041 after completing 1040.

P.T. Begley, S. Padro, J.J. Ryan,and R. Wignall

EDT1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

EDT1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

D.J. Corson

EDT1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

K.A. Leithwood

EDT1048H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviours, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

K.A. Leithwood and P.T. Begley

EDT1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT3013H Dynamics of Organizational Effectiveness

A seminar on adult human behaviour in organizations, including: effect of human sociability; dialectics of leadership/cathexis,

consensus/conflict, eustress/distress; discovery and development of personal constructs used as hidden determinants of person-person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
Staff

EDT3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.
Prerequisite: 1017H or permission of instructor.
S.B. Lawton

EDT3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
Staff

EDT3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.
J.J. Ryan

EDT3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
A. Hargreaves and staff

EDT3025H Personal and Professional Values of Educational Leadership

This course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.
P. Begley

EDT3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.
Staff

EDT3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

EDT3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.
M. Zuker

EDT3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

EDT3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
Staff

EDT3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.
Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
Staff

EDT3042H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
D.J. Corson, A. Hargreaves, and J.J. Ryan

EDT3043H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: 1003H or 1666H or 1960H or permission of the instructor.
S.B. Lawton and S. Padro

EDT3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
P.T. Begley

EDT3047H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project

designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K.A. Leithwood

EDT3052H Individual Reading and Research in Educational Administration: Doctoral Level
Description as for 1052H.

HIGHER EDUCATION PROGRAM

Glen A. Jones, Ph.D. (Toronto)
Associate Professor
Graduate Studies Academic Secretary, to whom inquiries for this program should be directed
(systems and politics of higher education in Canada)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology in Education
(faculty and students in higher education)

George L. Geis, Ph.D. (Columbia)
Professor
(design and evaluation of instructional systems; the professoriat; faculty development)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor, and Associate Dean, Graduate Studies, OISE/UT
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor, and Associate Dean, Research and Field Activities, OISE/UT
(cognitive psychology; learning and learning systems in higher education)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor,
(professional education; sociology of the professions)

Saeed Quazi, Dip.T. & R.P. (Toronto)
Associate Professor
(strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

Michael L. Skolnik, B.Phil. (Oxford)
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Richard G. Townsend, Ph.D. (Chicago)
Professor Emeritus
(politics in higher education)

Cicely Watson, Ph.D. (Harvard)
Professor Emeritus
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Assistant Professor
(the law and higher education)

ASSOCIATED INSTRUCTORS:

Paul Axelrod, Ph.D. (York)
Professor, Division of Social Science, York University
(history of higher education in Canada)

P. Niall Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Daniel W. Lang, Ph.D. (Toronto)
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Vice-Provost and Assistant Vice-President (Planning and Budget) and University Registrar, University of Toronto
(administration and management of universities; planning in higher education)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

J. Robert S. Prichard, L.L.M. (Yale)
Professor of Law and President, University of Toronto
(Canadian higher education, public policy formation)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

PROFESSORS EMERITI:
Willard Brehaut, Ed.D. (Toronto)
John W. Holland, Ph.D. (Syracuse)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in Higher Education. The general requirements for these degrees are outlined in the Minimum Admission, Program and Degree Requirements section, pages 21 - 28. The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada.

MASTER OF EDUCATION

Students in Higher Education will be required to pursue the Option I M.Ed. degree program (ten half-courses plus a written general comprehensive examination). However, those students who are in the health professional education specialization are required to register in the M.Ed. Option II program. All M.Ed. students who began their program after April 1, 1991, must pass the comprehensive examination.

MASTER OF ARTS

Admission to the Master of Arts degree program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto mid-B standing in the final year. The M.A. program consists of eight half-courses, a general written comprehensive examination, and a thesis. Additional courses may be required of some applicants.

DOCTOR OF EDUCATION

Requirements include:
a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree, which may be taken full-time or part-time. Normally they will include 1803 and at least three other half-course equivalents in Higher Education;
b) a written comprehensive examination;
c) a thesis reporting the results of original research.

DOCTOR OF PHILOSOPHY

Requirements include:
a) six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half- courses will include four in Higher Education. The remaining two half-courses may be selected from this program, or from any department of OISE/UT, or from another graduate department of the University of Toronto, with the approval of the faculty advisor. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803;
b) a written comprehensive examination;
c) a thesis reporting the results of original research.

COURSES

EDT1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

EDT1802H Research Seminar in Higher Education in Canada
Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.
By permission of the instructor the prerequisite of 1801F may be waived.
Staff

EDT1803Y Recurring Issues in Postsecondary Education
An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

EDT1804H Issues in Medical/Health Professional Education
This course is intended to enable students to identify and analyse major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.
P.N. Byrne

EDT1805H The Community College
This course reviews the history and politics of the several categories of institutions that have borne the name "community college." Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
Staff

EDT1806H Systems of Higher Education
A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
Staff

EDT1807H Strategic and Long-Range Planning for Postsecondary Systems
This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D.W. Lang

EDT1808H Research in Health Professional Education
This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects. The course is designed for students enrolled in the M.Ed. specialization in health professional education.
N.P. Byrne

EDT1809H Administration of Colleges and Universities
A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
Staff

EDT1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions
This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
Staff

EDT1811H Institutional Research and Planning
A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus complements EDT1807H, which has a systems focus.
S. Quazi and D.W. Lang

EDT1812H Education and the Professions

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.
Staff

EDT1814H Curriculum in Institutions of Higher Education

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
Staff

EDT1815H Teaching in Institutions of Higher Education

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

EDT1816H Conceptions of Learning in Higher Education

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
Staff

EDT1818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R.G. Tiberius

EDT1819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.
M. Skolnik

EDT1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE/UT course schedules.
Staff

EDT1821H Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education and identify factors that contribute to differentiation within and between sectors.
M.L. Skolnik

EDT1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
Staff

EDT1823H Research Seminar in the Idea of the University and the College

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.
By permission of the instructor the prerequisite of 1822F may be waived.
Staff

EDT1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy

changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
S. Quazi and D.N. Wilson

EDT1825H Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
R.E.S. Hayhoe

EDT1826H Comparative Higher Education: Part II

This course is a continuation of 1825F, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.
R.E.S. Hayhoe

EDT1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
G. A. Jones

EDT1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
G.L. Geis

EDT1830H Systematic Educational Planning for the Health Professions: Part One: Overview

This course introduces a systematic approach to planning, implementing, and evaluating programs in health professional education. Assessment of learning needs, setting learning objectives, selecting learning methods and evaluating student performance and the program are stressed, as are the goals of maximizing student learning and implementing change. Self-instructional modules, home assignments, application to a personal project and small group peer discussion are used to meet course objectives.
P. Jean

EDT1831H Systematic Educational Planning for the Health Professions: Part Two - Further Development

This course is a continuation of Part One. It builds on the systematic educational planning model introduced in part one. Students have the opportunity for more in depth study of concepts related to implementing curricular reform in the health professions, specifically in the area of selection and development of learning methods to improve learning outcomes, and on development of valid student and program evaluation methods. Further development of a major educational project is once again a focal point, along with facilitated discussion and study using self-instructional modules and supplementary resources.
P. Jean

EDT1835H Planning Instruction and Curriculum: Perspectives and Approaches

Participants in the course will examine in detail a commonly employed heuristic for designing courses and contrast this "prescription" with descriptive reports of why and how professors actually develop courses. Critical questions to

be explored include: What are the potential decisions that course developers can make? And: What major influences affect those decisions? As part of the course work participants will conduct interviews with professors.
G. Geis and Staff

EDT1840H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
Staff

EDT1841H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
Staff

EDT1842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human-resources aspects of planning in higher education.
Staff

EDT1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M.A. Zuker

EDT1852H Individual Reading and Research in Higher Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT3801H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
A. Hildyard and Staff

EDT3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

EDT3807H The University under Communism

This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system.
R.E.S. Hayhoe

EDT3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then

looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
R.E.S. Hayhoe

EDT3820H Special Topics in Higher Education: Doctoral Level
Description as for EDT1820H.
Staff

EDT3852H Individual Reading and Research in Higher Education: Doctoral Level
Description as for EDT1852H.

HISTORY OF EDUCATION PROGRAM

David Levine, Ph.D. (Cambridge)
Professor
Graduate Studies Academic Secretary, to whom inquiries for this program should be directed
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Cecilia Morgan, Ph.D. (Toronto)
Assistant Professor
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to Sociology in Education
(history of women and women's education; history of feminism and feminist historiography; history of educational policy)

Stephen T. Rusak, Ph.D. (Alberta)
Professor
(history of Canadian education; church and state: education in the Council of Europe)

Elizabeth M. Smyth, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Professor Emeritus:
Willard Brehaut, Ed.D. (Toronto)
Alison Prentice, Ph.D. (Toronto)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in History of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

In addition to the Minimum Admission, Program and Degree Requirements (see pages 21 - 28), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Students may participate in several interdisciplinary programs and centres in which History faculty are involved. These include Women's Studies/Feminist Studies, Transformative Learning, and Comparative, International, and Development Education (see sections Interdepartmental Graduate Specializations , pages 38 - 41 and Graduate Interdisciplinary Research Foci, pages 42 - 45).

Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies, which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the Collaborative Program.

MASTER OF EDUCATION

The M.Ed. degree in History of Education is pursued under Option II (eight half-courses plus a major research project/ paper). (See the Minimum Admission, Program and Degree Requirements section, pages 21 - 28 for admission and other program requirements.) Students are expected to take at least four half-courses in the History of Education, one of which must include Course EDT1460.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Some M.Ed. students in History of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE/UT or the University of Toronto. Such students may enrol in the M.Ed. for Special Purposes and, with permission, take as few as three half-courses in this program.

DOCTOR OF EDUCATION

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 21 - 28, for admission and program requirements.) Applicants to this program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than history of education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A.) consist of eight half-courses, a year of full-time residence on campus and a thesis. Preferably, the resident year should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core program includes two mandatory Ed.D. seminars (3490F and 3491S), normally taken during the resident year. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required residence. Students are strongly encouraged, though not required, to take at least two half-courses before the resident year.

All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from amongst History of Education course offerings and those accepted for credit in this degree program. (See pages 172 - 176.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantive content. (See Minimum Admission, Program and Degree Requirements section, pages 21 - 28 for admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a six half-course (plus thesis) program. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

All Ph.D. candidates are required to write a comprehensive examination.

CORE COURSE REQUIREMENTS

Candidates for the M.A., Ed.D. and Ph.D. degrees in History of Education are required to take Course 1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree in History of Education are required to take Course 1460.

RESEARCH FOCI

To guide students in selecting their research areas of interest, the History of Education program offers the following thematic foci:

Feminist Studies

Courses: 1412, 1418, 1421, 1426, 1439, 1462, 1488, 3417, 3418, 1975.

History of Women and the Family in Education

Courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Human Rights, Politics, and Education

Courses: 1418, 1420, 1428, 1429, 1433, 1434, 1435, 1442, 1444, 1449, 1480, 1490, 3418.

Immigration, Ethnicity, and Multiculturalism in Education

Courses: 1415, 1421, 1424, 1428, 1429, 1442, 3428.

Morals/Values, Social Issues, and Education

Courses: 1116, 1303, 1412, 1426, 1428, 1429, 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 1489, 1490, 3441, 3443.

The Origins of Modern Schooling

Courses: 1400, 1401, 1403, 1405, 1415, 1420, 1435, 1456.

Religion, Worldviews, Metaphysics, and Education

Courses: 1418, 1424, 1432, 1480, 1481, 1482, 1486, 1489, 3418, 3437

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Note: Master of Religious Education (M.R.E.) students may enrol concurrently in the M.Ed. program and, upon completion of the M.R.E., receive transfer credits (from an approved list of courses) for up to half of the M.Ed. course requirements.

Theory and Practice of Schooling

Courses: 1303, 1400, 1401, 1403, 1405, 1407, 1408, 1435, 1446, 1456, 1460, 1470, 1471.

COURSES

A course is identified with this program when the first two digits in the course number are 14 or 34. It should be noted that in this program the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this program are normally open to students in other programs as well.

Although the following courses are listed, not all are offered in any given year. Please check the OISE/UT schedules of course offerings for Summer and Winter Sessions. These will be available at a later date from the Registrar's Office, Graduate Studies Unit, or the department.

EDT1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

EDT1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H.M. Troper

EDT1402H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871-1945 provides a case in point.
R.R. Pierson

EDT1403H History of Education in Canada

This course provides students with an overview of persistent and recurring themes in the history of Canadian Education. It examines the interdependent relationship of the history of education to the larger field of Canadian history, using categories of analysis drawn from current historiography. The course will be delivered through computer-mediated conferencing.
E.M. Smyth

EDT1405H History of Education and Society: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which historical scholarship is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
D. Levine and H.M. Troper

EDT1407H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

EDT1408H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

EDT1412H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
A. Prentice

EDT1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

EDT1416H Ontario Education
This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
E.M. Smyth

EDT1418H The Role of Education in Theories of Women's Emancipation: I
Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
R.R. Pierson

EDT1419H Historiography and the History of Education
Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education. 1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.
D. Levine

EDT1420H European Popular Culture and the Social History of Education: I
This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

EDT1421H The History of Women and Education
An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
D. Levine and R.R. Pierson

EDT1422H Education and Family Life in the Modern World: I
The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

EDT1424H Religion, Ideology, and Social Movements in the History of North American Education
A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H.M. Troper

EDT1425H Class Formation and Its Relation to the Schools
A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
C. Morgan

EDT1426H The History of Women and Education in Canada
An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
C. Morgan

EDT1428H Immigration and the History of Canadian Education
A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H.M. Troper

EDT1429H Ethnicity and the History of Canadian Education
A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H.M. Troper

EDT1448H Popular Culture and the Social History of Education: II
This course picks up themes developed in 1420 and carries them through the period of school systems. Its particular interest is to relate the development of the education system to other systems of social regulation in the modern world.
C. Morgan

EDT1452H Individual Reading and Research in the History of Education: Master's Level
Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

EDT1460H History and Educational Research
A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

EDT1461H Special Topics in History and Philosophy of Education
A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

EDT3418H The Role of Education in Theories of Women's Emancipation: II
This course is designed as a follow-up to EDT1418H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R.R. Pierson

EDT3423H Education and Family Life in the Modern World: II
This course is designed as a follow-up to EDT1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: EDT1422H or permission of instructor.
D. Levine

EDT3428H Minority Concerns and Education in Canadian History: Selected Topics
A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.

Prerequisite: EDT1428H, EDT1429H, or permission of instructor.
H.M Troper

EDT3452H Individual Reading and Research in the History of Education: Doctoral Level
Description as for 1452H.
Staff

EDT3461H Special Topics in History and Philosophy of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

EDT3490H Ed.D. Seminar in the History and Philosophy of Education: I
Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

EDT3491H Ed.D. Seminar in the History and Philosophy of Education: II
See description for course EDT3490F.
Staff

EDT3494H Doctoral Practicum in the History and Philosophy of Education: I
Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

EDT3495H Doctoral Practicum in the History and Philosophy of Education: II
See description for course EDT3494H.
Staff

The following courses are accepted for credit in the four History of Education degree programs. For descriptions, see relevant department.

Higher Education (see pages 164 - 170)
EDT1801H The History of Higher Education in Canada: An Overview (Staff)
EDT1820H The University in an International Context: Ethics, Human Rights, Politics (Staff)
EDT1822H The Idea of the University and the College (Staff)

Sociology in Education
EDT1970H Sociological Theory in Education (Staff)
EDT1975H Gender and Historical Sociology (R.R. Pierson)

PHILOSOPHY OF EDUCATION PROGRAM

Dieter Misgeld, Dr. Phil. (Heidelberg)
Professor, cross-appointed to the Departments of Philosophy and of Political Science, University of Toronto
Graduate Studies Academic Secretary, to whom inquiries for this program should be directed
(human rights theory and practice; citizenship and democratic development; human rights education in an international context; contemporary social theory)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed to Adult Education, Community Development and Counselling Psychology
(values education; worldview education; theory of schooling; teacher development; school renewal)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed to Curriculum, Teaching and Learning
(literary theory and literature education; aesthetics and education; feminist criticism, aesthetics and pedagogy; musical aesthetics in education)

Dwight R. Boyd, Ed.D. (Harvard)
Professor, cross-appointed to Sociology in Education
(moral education; ethical issues in education; philosophical issues related to gender in education; critical social philosophy of education)

John A. Eisenberg, A.M. (Pennsylvania)
Professor Emeritus, cross-appointed to Curriculum, Teaching and Learning
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and lega education)

Thomas Goodenough, M.A. (Alberta)
Associate Professor, Scarborough Teacher Education Centre
(philosophy, computer studies, history of primary education)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, cross-appointed form Curriculum, Teaching and Learning
(alternative schools; the culture of the school; societal context of schooling; alternative philosophies of education)

E. Christopher Olsen, Ph.D. (London)
Associate Professor
(philosophical foundations of cognitive science; philosophy of mind; theory of knowledge; theory of human action; developmental epistemology and learning environments; teaching philosophy in elementary and secondary schools)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in Philosophy of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

In addition to the Minimum Admission, Program and Degree Requirements (pages 21 - 28), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Students may participate in several interdisciplinary programs and centres in which Philosophy faculty are involved. These include Women's Studies/Feminist Studies, Transformative Learning, and Comparative, International, and Development Education (see sections Interdepartmental Graduate Specializations, pages 38 - 41, and Graduate Interdisciplinary Research Foci, pages 42 - 45) Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies, which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the Collaborative Program.

MASTER OF EDUCATION

The M.Ed. degree in Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/ paper). (See the Minimum Admission, Program and Degree Requirements section, pages 21 - 28 for admission and other program requirements.) Students are expected to take at least four half-courses in Philosophy of Education.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Some M.Ed. students in Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE/UT or the University of Toronto. Such students may enrol in the M.Ed. for Special Purposes and, with permission, take as few as three half-courses in this program.

DOCTOR OF EDUCATION

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 21 - 28, for admission and program requirements.) Applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than Philosophy of Education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A.) consist of eight half-courses, a year of full-time residence on campus and a thesis.

Preferably, the resident year should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core program includes two mandatory Ed.D. seminars (3490F and 3491S), normally taken during the resident year. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required residence. Students are strongly encouraged, though not required, to take at least two half-courses before the resident year.

All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a one-year program comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from amongst Philosophy of Education course offerings and those accepted for credit in this degree program. (See pages 178 - 184.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantial content. (See Minimum Admission, Program and Degree Requirements section, pages 21 - 28 for admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a six half-course (plus thesis) program. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in philosophy of education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial philosophy of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

All Ph.D. candidates are required to write a comprehensive examination.

CORE COURSE REQUIREMENTS

Candidates for the M.A., Ed.D. and Ph.D. degrees in Philosophy of Education are required to take Course 1440 unless it (or an equivalent) has been taken previously.

RESEARCH FOCI

To guide students in selecting their research areas of interest, the Philosophy of Education program offers the following thematic foci:

Feminist Studies
Courses: 1412, 1418, 1421, 1426, 1439, 1462, 1488, 3417, 3418, 1975.

Human Rights, Politics, and Education
Courses: 1418, 1420, 1428, 1429, 1433, 1434, 1435, 1442, 1444, 1449, 1480, 1490, 3418.

Literature, Music, the Arts, and Education
Courses: 1436, 1442, 1459, 1462, 1484, 1485, 1487, 1488, 3417, 3436, 3447.

Morals/Values, Social Issues, and Education
Courses: 1116, 1303, 1412, 1426, 1428, 1429, 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 1489, 1490, 3441, 3443.

The Origins of Modern Schooling
Courses: 1400, 1401, 1403, 1405, 1415, 1420, 1435, 1456.

Religion, Worldviews, Metaphysics, and Education
Courses: 1418, 1424, 1432, 1480, 1481, 1482, 1486, 1489, 3418, 3437.

Note: Master of Religious Education (M.R.E.) students may enrol concurrently in the M.Ed. program and, upon completion of the M.R.E., receive transfer credits (from an approved list of courses) for up to half of the M.Ed. course requirements. M.R.E. students seeking full transfer of credits (four) to the M.Ed. in Philosophy of Education must take either 1470, 1480, 1481, or 1486.

Theories of Knowledge, Cognitive Science, Technology, and Learning
Courses: 1234, 1431, 1432, 1436, 1437, 1447, 1450, 1459.

Theory and Practice of Schooling
Courses: 1303, 1400, 1401, 1403, 1405, 1407, 1408, 1435, 1446, 1456, 1460, 1470, 1471.

COURSES

A course is identified with this program when the first two digits in the course number are 14 or 34. It should be noted that in this program the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this program are normally open to students in other programs as well.

Although the following courses are listed, not all are offered in any given year. Please check the OISE/UT schedules of course offerings for Summer and Winter Sessions. These will be available at a later date from the Registrar's Office, Graduate Studies Unit, or the department.

EDT1431H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E.C. Olsen

EDT1432H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviourism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E.C. Olsen

EDT1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E.C. Olsen

EDT1434H Human Rights, Politics, and Education

An introduction to human rights theory and practice with reference to major political, social, and educational issues in our times. The connections between human rights, democratic development, and education will be considered in an international context.
D. Misgeld

EDT1435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.
D. Misgeld

EDT1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) will be considered.

D. Misgeld

EDT1437H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.

Prerequisite: Some background in philosophy, psychology, or linguistics.

E.C. Olsen

EDT1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.

D.R. Boyd

EDT1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Dewey, Russell, and Whitehead, as well as some of the traditions of Marxism/neo-Marxism and analytic philosophy.

Staff

EDT1441H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.

D.R. Boyd

EDT1442H Moral Dimensions of Educating within Commitments to Diversity

This course will focus on moral problems that arise when educators take seriously commitments to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.

D.R. Boyd

EDT1444H Human Rights and Education in an International Context

How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined. Reference will be made to proposals coming from various parts of the world. This course has no prerequisites and is open to students not specializing in Philosophy of Education. There will be sufficient emphasis on formal education for this course to be of considerable interest to teachers.

D. Misgeld

EDT1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D.R. Boyd

EDT1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
J.A. Eisenberg

EDT1449H The Theory of Law and the Teaching of Law in the Schools

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J.A. Eisenberg

EDT1450H Philosophy of Science and Science Education

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
Staff

EDT1451H Theories of History and Social Inquiry in Education

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J.A. Eisenberg

EDT1453H Individual Reading and Research in the Philosophy of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

EDT1456H Alternative Schools

An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M.A. Levin

EDT1459H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.

J.A. Eisenberg

EDT1461H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.

Staff

EDT1462H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education. with an emphasis on feminist concerns pertaining to literary interpretation and pedagogy including authorial voice, identification, the ethics of literary reading, and the relationship between educational goals and a feminist literary consciousness.

D. Bogdan

EDT1470H Teaching and School Renewal

This course is designed for those interested in where schooling should be going today and what form life in classrooms and schools should take. No background in philosophy of education is required. The everyday problems facing teachers will be considered, with special attention to the concerns of elementary schooling.

C.M. Beck

EDT1471H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each time (examples are destreaming initiatives, court cases about teaching religion in schools, governance and control, and the development of the "common curriculum"), and an effort is made to have as guest speakers practitioners from the field who are actively dealing with the issue. The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyse some of the underlying philosophical questions.

D.R. Boyd

EDT1480H Religious Pluralism and Education

An examination of major concepts and issues in religion and religious education today, from a "multi-faith" and pluralistic perspective. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.

C.M. Beck

EDT1481H Worldview Education

This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.

C.M. Beck

EDT1482H The Nature and Development of Religious Knowledge in Education

An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education

in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E.C. Olsen

EDT1484H Philosophy of Literature and Literature Education
An examination of the philosophical underpinnings of reader-response theory, broadly defined. Topics address the epistemology of literary response and its moral/aesthetic/ideological implications and include the relationship of structuralism, poststructuralism, and feminist literary theory to the classroom treatment of literary reading.
D. Bogdan

EDT1485H Literature and Values in Education
An examination of the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, and a critique of Frye's concept of the educated imagination from a feminist perspective.
D. Bogdan

EDT1486H Religious Education Within a Tradition
This course is offered within a framework of religious pluralism. However, it focuses on the theory and practice of educating and "nurturing" students within their own religious tradition. Authors studied will include Thomas Groome, Maria Harris, John Hull, and John Westerhoff.
C.M. Beck

EDT1487H Critical Discourses of Musical Experience and Education
This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of "classical" music of Western culture from the perspective of the informed listener/audience as educator. It seeks to forge a critical discourse for exploring the ontological, psychological, ethical, social, and political dimensions of musical experience.
D. Bogdan

EDT1488H Feminist Theory, Musical Experience, and Music Education
This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
D. Bogdan

EDT1489H Way of Life Education
This course is concerned with how to develop a "way of life" as distinct from a value system or worldview. The components of a way of life are discussed, and related to specific life areas such as friendship, family, work, leisure, and community. Students may write a theoretical paper or develop a curriculum unit for "way of life education" at the school or adult level.
C.M. Beck

EDT3417H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy
This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics, who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register.
Limited enrolment.
D. Bogdan

EDT3436H Aesthetics and Education
This course will examine education as an aesthetic experience; education for aesthetic awareness; the educational value of art; performance theory and practice.
D. Bogdan

EDT3441H Research Seminar in Moral Education: Part I
Advanced seminars based on topics covered by EDT1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

EDT3443H Research Seminar in Moral Education: Part II
Advanced seminars based on topics covered by EDT1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

EDT3447H Critical Theory as a Theory of Modernity and Education: I

An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including postmodernist ones. The significance of critical theory for educational thought will also be considered.
Prerequisite: Relevant background corresponding to content of course EDT1436H or permission of instructor.
D. Misgeld

EDT3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for EDT1453H.
Staff

EDT3461H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

EDT3490H Ed.D. Seminar in the History and Philosophy of Education: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

EDT3491H Ed.D. Seminar in the History and Philosophy of Education: II

See description for course 3490H.
Staff

EDT3494H Doctoral Practicum in the History and Philosophy of Education: I

Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

EDT3495H Doctoral Practicum in the History and Philosophy of Education: II

See description for course 3494H.
Staff

The following courses are accepted for credit in the four Philosophy of Education degree programs. For descriptions, see relevant department course listings.

Adult Education, Community Development and Counselling Psychology

EDT1116H	Learning Values in Adulthood (C.M. Beck)
EDT1174H	Teachers as Thoughtful Practitioners (C.M. Beck)

Human Development and Applied Psychology

EDT1234H	Foundations of Cognitive Science (E.C. Olsen and D.R. Olson)

Curriculum, Teaching and Learning

EDT1303H	Values and Schooling (C.M. Beck)
EDT1345H	Arts and Education: Practice and Theory (D. Bogdan)

Higher Education Program (see pages 164 - 170)

EDT1820H	The University in an International Context: Ethics, Human rights, Politics (Staff)
EDT1822H	The Idea of the University and the College (Staff)

In order for students to be registered, all fees, including incidental fees, must be paid. Note that fees are subject to change by the Governing Council of the University of Toronto. The Graduate Studies fees structure is currently under review.

ACADEMIC FEES STRUCTURE

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Winter Session also covers the Summer Session, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program, on a full-time basis, in order to qualify for the degree. The minimum period of registration is stated on the student's letter of acceptance. This period establishes the minimum degree fee which must be paid before graduation.

Upon completion of this time period, a full-time student is expected to continue to register annually until all degree requirements have been completed. **The full-time student fee is charged to full-time students for the minimum period of registration and all subsequent registrations.**

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time tuition and incidental fees until all other requirements have been fulfilled.

Part-time master's candidates must, in the session in which they complete degree requirements, pay additional fees, if necessary, such that in total their fees equal the minimum degree fees applicable to full-time candidates who first registered in the same year that they first registered.

If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be issued any refund of fees.

DEGREE FEES

The length of the program into which students are admitted predetermines the minimum total academic fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy course load during the Winter Session and/or take courses in the Summer Session.

Full-time students who accelerate their programs and finish the degree requirements in less time than the normal program length must pay an additional fee. No degree student may pay less than the equivalent of one full-time program fee, and will be assessed the equivalent of full-time fees for the program length indicated on their letter of acceptance.

At the time of publication of this Bulletin the fees schedule for 1997/98 is not available. It must be anticipated, however, that fees will increase. The 1997/98 Schedule of Fees will be published in May 1997.

In the 1996/97 academic year the 1-year full program fee was:

- Canadian citizens and permanent residents

M.A. & Ph.D.	$3,408
M.Ed. & Ed.D.	$3,983

- International students

M.A. & Ph.D.	$7,500
M.Ed. & Ed.D.	$11,000

For planning purposes, the calculation of fees applicable to each program is as follows:

M.ED. DEGREE CANDIDATES

The minimum program fee is equivalent to a 1.5-year full-time fee, assessed for the academic year in which the program is begun (i.e., one and one-half times the full-time fee) including the preceding summer. Most students will normally **not** have paid the minimum program fee and will, therefore, be charged a "balance of degree fee" at the time of graduation. The balance is calculated on the individual student's pattern of study.

M.A. DEGREE CANDIDATES

The minimum program fee for either a six or eight half-course program is equivalent to a 1-year full-time fee. The ten half-course minimum program fee is equivalent to a 1.5-year full-time fee. The twelve half-course minimum program fee is equivalent to a 2-year full-time fee.

ED.D. DEGREE CANDIDATES

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

PH.D. DEGREE CANDIDATES

The full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

SPECIAL STUDENTS

Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1-year full-time fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1996/97 academic year the fee for a half-course was $597.45 (international students, $1650.00).

INTERNATIONAL STUDENT FEES

In accordance with the recommendations of the Ontario government, students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective international students will be required to have a student authorization, from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $17,000 plus tuition fees.)

The University Health Insurance Plan (UHIP) is a compulsory non-academic fee for international students. In 1996/97 the cost for twelve months was $546.39 for a single student, $1092.79 for a family of two, and $1729.51 for a family of three or more.

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Sessional Dates and Deadlines, pages 9 - 14) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see pages 187 and 195). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate either by using the student telephone service or by submitting an Application to Graduate card (see page 22 and 23).

SUMMER STUDENTS

Students commencing their degree program in the summer will pay the Summer Session fee. This fee is in addition to the Winter Session fees charged in September.

NOTE: Students in the Administrator Doctoral Program fulfilling the minimum period of full-time study during the Spring/Summer Session will be assessed fees equal to half the 1-year full-time fee.

LATE PAYMENT FEE

A late payment fee of $43 plus $5 for each day of delay to a maximum of $93 will be assessed against any student registered in the Winter Session whose fees are not received at the Fees Department by the dates to be announced in the registration material which will be sent to students.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees `is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 1996/97 academic year the service charge was 1.5% per month, compounded.

REFUND OF FEES

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/UT Registrar's Office, Graduate Studies Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Winter Session. In the 1996/97 academic year the minimum charge was $120.

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment):

- Statements of results and/or official transcripts of record will not be issued.
- The university will not release the official document (called the diploma) which declares the degree earned, nor will the university or OISE/UT provide oral or written confirmation of degree status to external inquirers.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

See also page 195.

Notices pertaining to awards other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies Unit (11th floor lounge). In addition, a Graduate Awards Database system is available in the OISE/UT Education Commons, Second Floor, 252 Bloor Street West.

Unless stated otherwise, all values listed in this section relate to the 1996/97 academic year. Applicants should be aware that the value of an OISE/UT scholarship or graduate assistantship is not sufficient to cover tuition and living expenses. International applicants in particular should note that they will not be accepted without some proof of financial support.

OISE/UT GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, aboriginal persons, racial minorities, and persons with disabilities.

Graduate Assistants at OISE/UT are represented by the Canadian Union of Public Employees, Local 3907 (at 252 Bloor Street West, Room 8-104, telephone 926-4728).

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree or diploma program are eligible to apply.

Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1996 to April 1997, a Graduate Assistantship has a value of $8000 (plus 4 per cent vacation pay). The value of the assistantship is determined each year.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student, who should be in a financial position to fulfill this obligation at the beginning of the academic year.

For application forms, write to;

Registrar's Office, Graduate Studies Unit,
OISE/UT
252 Bloor Street West
Toronto, Ontario M5S 1V6

Completed applications must be received in the Registrar's Office before January 15, 1997.

OISE/UT SCHOLARSHIPS

OISE/UT Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE/UT departments. Those eligible to be considered are:

1) new full-time applicants to a degree program;

2) part-time degree students who will be beginning their first year of required residence in the September or January next following the time of recommendation for scholarships;

3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study.

Scholarship holders must be registered as full-time students in one of OISE/UT's *four* graduate degree programs.

OISE/UT Scholarships for the 1996/97 academic year were $10,500 over a twelve-month period. It is anticipated that they will have at least the same value in the 1997/98 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of the minimum period of required full-time study in the degree program. Payment of fees is the responsibility of the scholarship holder.

Scholarship recipients cannot concurrently hold an OISE/UT Graduate Assistantship or a major award with a value of $2000 or more per academic term. It is important to note that an OISE/UT Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship, in the amount of $11,500, will be awarded annually to an Ed.D. student for the minimum period of required full-time study. Candidates are nominated by each of the OISE/UT departments on the basis of academic merit and potential for creative contribution to applied problems. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship, in the amount of $11,500, will be awarded annually to a doctoral student for the minimum period of required full-time, on-campus study. Candidates will be nominated by each of the OISE/UT departments on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. Payment of fees is the responsibility of the scholarship holder.

OISE/UT SCHOLARSHIP FOR ABORIGINAL STUDENTS

The scholarship, with a value of $11,500, will be awarded annually to an aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE/UT. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program. Application forms must be received in the OISE/UT Registrar's Office, Graduate Studies Unit, by January 15.

ONTARIO TEACHERS' FEDERATION 50TH ANNIVERSARY SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established this scholarship in recognition of the Ontario Teachers' Federation's 50th anniversary. With a value of $11,500, it will be awarded annually to a doctoral student who is a practising educator. The successful candidate will be selected from the nominees for the Clifford C. Pitt and Bernard J. Shapiro scholarships.

RAPP SCHOLARSHIP

This scholarship was established in recognition of the contribution of the Rapp family to the Ontario Institute for Studies in Education (now OISE/UT). The scholarship, with a value of $11,500, will be awarded annually for the period of one year to the highest-ranking student who applied for, but was not awarded, a Social Sciences and Humanities Research Council doctoral fellowship. Payment of fees is the responsibility of the scholarship holder.

Application forms for the following three fellowships (Chu, Hambly, and Wees) are available in November from the OISE/UT Registrar's Office, Graduate Studies Unit, and must be submitted by January 15 to that office, along with an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time OISE/UT graduate students with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. A statement pertaining to past contribution to the educational or related field must accompany the application. A person may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:

a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;

b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE/UT's graduate admission policy;

c) in full-time paid employment for at least two continuous years prior to enrolment at OISE/UT; and

d) in need of financial assistance.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education (now OISE/UT) has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library. The essay must be submitted to the Registrar's Office, Graduate Studies Unit, by February 15.

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

CHRISTOPHER PARKER MEMORIAL FUND

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities, to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments and students in the field of special education. Application forms are available from the Registrar's Office, Graduate Studies Unit. Applications will be considered as they are received.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help an international student, registered on a full-time basis at OISE/UT with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE/UT departments. Nominations are limited to one per OISE/UT department and must be accompanied by a brief description of the emergency need.

BURSARY ASSISTANCE

OISE/UT Bursaries are available, on the basis of need, to full-time students who are registered in a graduate degree program at OISE/UT and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration in their first term of registration. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the student's department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3953 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents. Preference is given to Ontario residents.

Application forms are available as follows:

a) For students currently enrolled in a graduate program: their OISE/UT home department.

b) For prospective full-time graduate students:
Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Education and Training
189 Red River Road - 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is November 15.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $14,436 in 1996/97.

Application forms are available as follows:

a) For students currently enrolled in a graduate program: their OISE/UT home department. Closing date is usually late October for the following academic year, but it will be announced by the home department in the fall.

b) For prospective full-time students:
Fellowships Division
Social Sciences and Humanities
Research Council of Canada
P.O. Box 1610
Ottawa, Ontario K1P 6G4.

Applications must be postmarked October 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO SCHOLARSHIPS

The Federation of Women Teachers' Associations of Ontario offers three scholarships of $7500 each for doctoral study in education. The first, the Ruby Kinkead Memorial Doctoral Scholarship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Doctoral Scholarship, is for doctoral study in education at any university of the candidate's choice. The third, the Florence I. Henderson Doctoral Scholarship, is for doctoral study in education at any accredited Canadian university. Applicants must be members of the Federation of Women Teachers' Associations of Ontario.

In addition, the following scholarships are available:

- The Shirley Stokes Scholarship of $5000 for postgraduate work in women's studies at a Canadian university
- The Joan Sneddon Scholarship of $5000, for study at the master's level in education or some other subject area
- The Patricia Johnson Memorial Scholarship of $5000 for study at the graduate level related to the library resource centre
- The Evelyn Johnson Scholarship of $5000 for study at the graduate level in the area of anti-racist or race/ethnocutural equity education at an approved university
- The Open Scholarship of $5000 for study at the master's level in education or other subject area

Further details and application forms are available from:
Executive Director
Federation of Women Teachers'
Associations of Ontario (FWTAO)
1260 Bay Street
Toronto, Ontario M5R 2B8.

Applications must be submitted by May 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS - $7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from:
General Secretary
Ontario English Catholic Teachers'
Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8.

Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15,000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact:

Awards Committee
Ontario Public School Teachers' Federation (OPSTF)
5160 Orbitor Drive
Mississauga, Ontario L4W 5H2

Closing date for application is January 31 (midnight postmark).

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION - SCHOLARSHIPS AND AWARDS

These awards, totalling $26,900, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members. The Brick Robb may be granted to members of any OTF affiliate, and the Robinson to members of any CTF member organization.

Further details and application forms are available from:

Scholarship Committee
Ontario Secondary School Teachers' Federation (OSSTF)
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS - $5000 EACH

Recipients of these awards must pursue full-time study in education in the Winter Session in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from:

OISE/UT
Registrar's Office
Preservice Teacher Education Unit
371 Bloor Street West
Toronto, Ontario M5S 2R7

or

OISE/UT
Registrar's Office
Graduate Studies Unit
252 Bloor Street West
Toronto, Ontario M5S 1V6

Completed applications must be received by March 15.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female students to assist them with university studies which will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; counselling mature women entering or re-entering the labor market; counselling battered women; filling administrative positions in women's centres; counselling and training women for non-traditional employment.) An applicant, to be eligible, must be:

a) a female and a Canadian citizen or permanent resident;

b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people, especially women;

c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the OISE/UT Registrar's Office, Graduate Studies Unit, and must be submitted by January 31 for the following academic year, to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a maximum value of $7500 to be awarded to a student enrolled full-time in a graduate program in an area of study related to gerontology. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.)

To be eligible, an applicant must be:

a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;

b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;

c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;

d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from the OISE/UT Registrar's Office, Graduate Studies Unit, and must be submitted before March 31 to the address indicated on the application form.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE/UT Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse.

For more information, contact:
Margaret Brennan, in the
OISE/UT Registrar's Office
Graduate Studies Unit.

Part-time students should apply to the OISE/UT Graduate Alumni Association Emergency Fund.

For information and application forms, contact:
Prof. John Davis in the Department of
Theory and Policy Studies in Education.

NOTE: Students should consult the Graduate Studies Calendar for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto.

GRADING PRACTICES POLICY

The OISE/UT Graduate Studies Grading Practices Policy falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE/UT department, the student may make an appeal to the OISE/UT Appeals Subcommittee of Council, through the OISE/UT Registrar's Office, Graduate Studies Unit (see Student Appeals, page 195). Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and - to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: May be assigned by the Associate Dean when a grade has not been submitted to the School of Graduate Studies by the appropriate deadline. It may also be assigned by a graduate unit review committee on the basis of incomplete course work upon an instructor's recommendation in special circumstances (e.g., medical reasons or when there are no grounds for assigning a failing grade). The instructor may replace the INC by a regular grade within eight months following the end of the term in which the course is offered. If the incomplete is not replaced by a regular grade within this period of time, the INC becomes a final report.

IPR-In Progress: Assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. IPR carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Note: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, OISE/UT and the University offer students a formal appeals procedure.

The student appeals process consists of five levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor).
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT department or unit.
3. If the appellant is still not satisfied, a formal appeal can be made to the OISE/UT Appeals Subcommittee of Council through the Registrar of OISE/UT, no later than six months after the ruling in question.
4. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies.
5. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary to the School of Graduate Studies' Council.
6. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the OISE/UT Registrar's Office, Graduate Studies Unit, or from a department chairperson. See also the School of Graduate Studies Calendar. At any stage, students have the right to appeal to the Office of the Ombudsperson, University of Toronto, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment) See also page 187.

- Statements of results and/or official transcripts of record will not be issued.
- The university will not release the official document (called the diploma) which declares the degree earned, nor will the university or OISE/UT provide oral or written confirmation of degree status to external inquirers.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. Information on all major student services and facilities is provided in the handbook, **'Getting There'**. It describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Graduate Students' Union. Copies of the handbook are given to all students at registration.

OISE/UT SERVICES AND FACILITIES

THE OISE/UT STUDENT SERVICES DEPARTMENT

The Student Services Department provides individual student counselling on financial, personal and academic matters for all preservice and graduate students. Special services to students with a disability are coordinated through this department (978-8157).

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the University. **All** OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

OISE/UT students have full access to student services and facilities provided by the University. Services include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre.

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Comparative, International, and Development Education focus, a number of courses which deal specifically with education in non-Canadian societies, are offered.

INTERNATIONAL STUDENTS' ASSOCIATION

OISE/UT's International Students' Association (ISA) arranges “buddies” for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

EDUCATION COMMONS

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide “one-stop-shopping” for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- a specialized collection in the field of education including:
  - extensive reference materials
  - over two thousand journal titles
  - complete microfiche holdings of the ERIC and ONTERIS document series.
  - materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - Ministry of Education and Training documents
  - school board curriculum materials, textbooks and content resources used in Ontario schools
  - a representative collection of children's literature

- a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials.
- specialized collections of modern language, Franco-Ontarienne and women's materials
- many electronic sources, including CD-ROMs

- a collection of over 8 million items located in the numerous libraries of the University of Toronto Library System

- a wide range of Internet resources including remote library catalogues

- reference assistance in accessing information for their courses, research or practice teaching assignments

- comprehensive instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet

- a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources

- face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology

- a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics

- learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web.

- other University resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor St. W., or at any of its other sites throughout OISE/UT.

Location: Second Floor, 252 Bloor Street W.
Hours: Contact the following areas
Phone:
- Education Commons Reception (416) 923-6641 ext. 2763
- Information Resources and Services
  Circulation Desk: (416) 926-4719
  Reference Desk: (416) 926-4718

STATISTICAL CONSULTING SERVICE

Head: Sue Elgie
Location: 8-291, 252 Bloor Street West
Hours: 3:00 PM - 4:00 PM
Phone: (416) 923-6641 ext. 2643
E-mail: selgie@oise.utoronto.ca

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research project design, implementation and evaluation. Expert advice covers research methodology, statistics, questionnaire design, data processing and other aspects of research including the qualitative domain. A list of consultants and their areas of expertise as well as their timetables, is available at the beginning of each term. Short non-credit courses on statistical software for data entry and statistical analysis are offered.

KIDSPACE DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department. Kidspace is on the ground floor at 252 Bloor Street West, opposite the auditorium. For more information, drop in or telephone (416) 926-4702.

UNIVERSITY- WIDE SERVICES AND FACILITIES

ABORIGINAL STUDENT SERVICES AND PROGRAMS - FIRST NATIONS HOUSE

First Nations House located in the Borden Building North at 563 Spadina Avenue houses the Office of Aboriginal Student Services and Programs (OASSP) founded in 1992 and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the University, and a place where the University community can learn about Native people.

For more information please contact the Office of Aboriginal Student Services and Programs

First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone (416) 978-8227
FAX (416) 978-1893

ACCOMMODATION AND COST OF LIVING

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 1997/98, excluding tuition:

Rent	$4,800
Food	$4,000
Clothing	$650
Books	$750
Health insurance (for international students)	$550
Dental Insurance	$130
Local transportation	$320
Miscellaneous:	$3,500
TOTAL	$14,700

Student Housing

Most of the University's students live at home in Toronto. The balance are divided equally between those who reside on campus in a student residence and those who locate off-campus accommodation about thirty to forty-five minutes travel time from classes. The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date off-campus housing and residence information as well as other information a student might need to assist in locating and arranging suitable student housing. Students needing more information regarding their student housing options should contact the Housing Service or visit the Housing Service on the Internet at "http://utl2.library.utoronyo.ca/www/housing_service/"

On-Campus Residences

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contact the residence directly to inquire about application. At the Housing Service on the St. George campus, students may use the Residence Information Terminal to view photographs and get information for the residences on all three campuses. If you are unable to get the information you need on the Internet, contact the Housing Service.

The following two residences provide accommodation for single graduate students and range in cost from $4300 to $8800 depending on whether meals are provided.

St. George Graduate Student Residence
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: 978-4885

Women and men; apartment style with shared kitchens.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 978-2891

Women and men; traditional residence with compulsory meal plan. Acceptance by election. Application deadline is May 1.

Family Housing

Family housing is available in 710 apartments on the St. George campus and in 84 apartments on the Erindale campus. Priority for the unfurnished, university apartments is given to student families. The term "family" refers to students residing with their dependent children and to childless couples in a permanent relationship. Waiting periods for these apartments may vary depending on the time of year and the type of apartment requested so it is advisable to apply as soon as a student is seriously considering attending the University. Students may submit an application for Family Housing **before** being given an offer of admission to the University. Contact Family Housing at the University Housing Service to receive an information/application package.

Off-Campus Housing

Each campus Housing Service maintains listings of available off-campus housing advertised by city landlords and by students seeking others to join them. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the "classified" section of a newspaper locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and the price range desired. The Housing Service at the Koffler Student Services Centre will provide a list of temporary accommodation on request.

For the winter academic session, some students rent their long-term housing from August 1 or October 1, avoiding the September 1 occupancy date which is popular with students at most post-secondary educational institutions in the city. Housing is usually advertised about four to six weeks in advance of the date it becomes available for occupancy and it generally takes one to three weeks for a student to locate suitable accommodation, depending on the type of housing desired and budget. **Since accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.**

Cost of Student Housing - Residence, Family Housing and Off Campus

Most of the residences have a compulsory meal plan. As a guideline, for the 1996/97 school term the cost of residence with a full meal plan is approximately $5,000 to $5,950 for the eight-month, academic session. Modified meal plans are available in some residences. The cost of a residence providing cooking facilities but no meal plan is approximately $3,325. Fees are usually paid in two installments at the beginning of each of the four-month fall and spring terms. For 1996/97, rent for the university family housing ranges from approximately $429 to $702 depending on location and size of the unit, and is payable monthly. Rooms in shared houses or apartments off-campus generally cost students $350 to $450 per month. However, a student requiring a private apartment off-campus usually pays $400 to $500, $550 to $700, and $750 to $900 for a bachelor, one- or two-bedroom unit respectively. A three-bedroom house will usually rent for $1200 to $1400.

More information can be obtained from the following offices:

University of Toronto Housing Service
St. George Campus
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8045
Fax: (416) 978-1616
E-mail: housing.service@utoronto.ca

University of Toronto Housing Service
Erindale College
Telephone: (905) 828-5286

University of Toronto Housing Service
Scarborough College
Telephone: (416) 287-7365

More information is available on the Internet at: http://utl2.library.utoronto.ca/www/housing_service/

CAREER COUNSELLING AND PLACEMENT

The University's Career Counselling and Placement Centre at the Koffler Student Services Centre, 214 College Street (tel.: 978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career development seminars to assist students exploring career opportunities or searching for employment are offered regularly. Students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and continuing employment opportunities are advertised at the Centre.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students completing doctoral degrees and seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier on file at the Centre.

FAMILY CARE ADVISOR

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, a newsletter and guest speakers. The drop-in resource centre contains a library of material on family issues.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

HEALTH SERVICES

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street (Medical Clinic, 978-8030; Psychiatric Division, 978-8070). Sports injury services are under the auspices of the Department of Athletics and Recreation (978-7376).

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. **The University Health Insurance Plan (UHIP) is compulsory for international students.**

INTERNATIONAL STUDENT CENTRE (ISC)

All members of the university are invited to take part in the programs of the ISC. Services include reception of incoming international students and orientation events, ongoing assistance with a variety of non-academic concerns (immigration, health insurance, tax, etc.), English conversation classes and writing tutorials, counselling and assistance with problems arising from cultural difference, and information about work or study opportunities abroad. Further information will be sent with the offer of admission.

General questions may be addressed to:
Elizabeth Paterson, Director
International Student Centre
33 St. George Street
Toronto, Ontario M5S 2E3

INTERNATIONAL STUDENT EXCHANGE OFFICE

Students from all faculties and departments are encouraged to participate in the international and Canadian exchanges offered through the International Student Exchange Office, Office of the Vice-President and Provost.

International exchanges include universities in the following countries: Barbados, France, Germany, Hong Kong, Jamaica, Japan, Taiwan, Trinidad and the United Kingdom.

Canadian exchanges include; McGill University, McMaster University, Queen's University, Université Laval, Université de Montreal, University of Alberta, University of British Columbia, University of Waterloo, and the University of Western Ontario.

Awards are available for some exchanges. For more information and application forms, contact:
International Student Exchange Office
Office of the Vice-President and Provost
Room 307K, Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 946-3138
FAX: (416) 978-6110
www: http//library.utoronto.ca/www/student_exchange/
e-mail: student.exchange@utoronto.ca

SPECIAL SERVICES FOR STUDENTS WITH DISABILITIES

Special Services' goal is to facilitate the inclusion of students with hidden or obvious disabilities and health considerations into University life. Students first meet with an intake counsellor to discuss their individual needs. Where appropriate, students may then meet with one of the professionals on staff such as the

Adaptive Equipment Coordinator, Learning Disability Specialist or Occupational Therapist to establish strategies and, if necessary, determine accommodations. All discussions are confidential. The service offers liaison with academic and administrative units within the University and with off-campus agencies. As well, for those eligible, the service provides a wide range of support including alternative test and examination arrangements, notetaking services, on-campus transportation, personal counselling, workshops, adaptive equipment and assistive devices. Information and resource materials on health conditions and disability related issues are available.

The office is located at the address below: Liaison officers are available at Scarborough and Erindale Colleges.

The Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9.
Telephone (416) 978-8060, (Voice)
T.D.D. (416) 978-1902
FAX (416) 978-8246

SEXUAL HARASSMENT EDUCATION, COUNSELLING, AND COMPLAINT OFFICE

The Sexual Harassment Education, Counselling, and Complaint Office administers the university's Sexual Harassment Policy by providing advice, education, and information to the university community, counselling all parties to complaints, and mediating complaints about harassment based on sex or sexual orientation.

The policy covers all members of the university. All complaints and requests for information are kept completely confidential unless the individuals involved approve otherwise. Contact:

SHECC Office
3rd floor, 40 Sussex Avenue
Toronto, Ontario M5S 1J7
Telephone: (416) 978-3908
Fax: (416) 971-2289

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4411 for information on recreation activities, fitness testing, and lockers. Hart House is open 7:00 a.m. to midnight every day of the year. Food services are available.

Please consult individual departmental sections for academic details and interests of staff listed.

AECDCP, page 47
CTL, page 75
HDAP, page 115
SE, page 136
TPSE, page 150

Abbey, David S., AECDCP
Abbey-Livingston, Diane, AECDCP
Acker, Sandra, CTL, SE, TPSE
Aitken, Johan L., CTL
Alexander, William E., AECDCP
Allen, J. Patrick B., CTL
Alvi, Sabir A., AECDCP
Anderson, Andy, CTL
Anderson, Stephen, CTL, SE
Arnold, Mary Louise, HDAP
Astington, Janet W., HDAP
Atkinson, Lesley, HDAP
Auster, Henry, CTL
Axelrod, Paul, TPSE
Barnes, Rosemary A., AECDCP
Bascia, Nina, TPSE
Beattie, Mary, CTL
Beatty, David J. F., AECDCP
Beck, Clive M., AECDCP, TPSE
Begley, Paul T., TPSE
Bennett, Barrie, CTL
Benson, Nancy, HDAP
Bereiter, Carl, HDAP
Berger, Marie-Josée, CTL
Bernhard, Judith, HDAP
Bickmore, Kathy, CTL, SE
Biemiller, Andrew J., HDAP
Blanchard, Ray, AECDCP
Bogdan, Deanne, CTL, TPSE
Booth, David, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., SE, TPSE
Brecher, Diana R., AECDCP
Brehaut, Willard, TPSE
Brison, David W., HDAP
Brooker, Harvey, AECDCP
Brown, Alan F., TPSE
Brown, Russell M., CTL
Brundage, Donald H., AECDCP
Burfield, Gary, CTL
Burnaby, Barbara J., AECDCP, CTL
Burns, George E., SE
Burrill, Donald F., CTL
Burstow, Bonnie, AECDCP
Byrne, P. Niall, TPSE
Cameron, Linda, CTL
Campbell, C. Elizabeth, TPSE,
Carlow, Chester D., CTL
Case, Robbie, HDAP
Caspary, Arthur, HDAP
Cassidy, Anne, HDAP
Caswell, Bev, HDAP
Christensen, Clifford M., AECDCP
Church, Vaughan, AECDCP
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECDCP
Cole, Ester, HDAP
Comay, Julie, HDAP
Conle, Carola, CTL
Connelly, F. Michael, CTL
Corson, David J., CTL, TPSE
Corter, Carl, HDAP
Courtney, Richard, CTL
Cumming, Alister, CTL, HDAP
Cummins, James P., CTL
Cupchik, Will, AECDCP
Danesi, Marcel, CTL
Darroch-Lozowski, Vivian, CTL
Davidson, Iain, HDAP
Davie, Lynn E., AECDCP, CTL
Davine, Melvyn, HDAP
Davis, John E., TPSE
Dehli, Kari, SE
Dei, George J. S., SE
Diamond, C. T. Patrick, CTL
di Polo Healey, A., CTL
Doyle, Brenda, AECDCP
Draper, James A., AECDCP
Ducharme, Joseph, HDAP
Duffy, J. D., CTL
Durell, Brian, CTL
Eagle, Morris N., AECDCP
Eardley, Ben, CTL
Earl, Lorna M., TPSE
Eichler, Margrit, SE
Eisenberg, John A., CTL, TPSE
Ellis, M. Dormer, AECDCP
Ethier, Robin, HDAP
Evans, Mark D., CTL
Evans, Peter J., CTL
Farrell, Joseph P., AECDCP, CTL
Feuerverger, Grace, CTL
Fisher-Brillinger, Margaret, AECDCP
Flint, Betty, HDAP
Ford, William, HDAP
Fraser, Don, CTL
Frenette, Normand J., CTL
Friedland, Judith, HDAP
Fullan, Michael, SE
Gagné, Antoinette, CTL
Galbraith, Don, CTL
Gamlin, Peter, AECDCP

Garber, Malcolm, HDAP
Gardiner, Paula, AECDCP
Garth, David, CTL
Geis, George L., TPSE
Gemeinhardt, Monica, AECDCP
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillies, Laurie, AECDCP, HDAP
Girolametto, Luigi, HDAP
Goldstein, Tara, CTL
Goodenough, Thomas, TPSE
Griffin, Virginia R., AECDCP
Guttman, Mary Alice, AECDCP
Haché, Denis, CTL
Hall, Budd L., AECDCP
Hambly, Janice, AECDCP
Hamovitch, Gregory, AECDCP
Hanna, Gila, CTL
Hannay, Lynne, CTL
Hardacre, Jennifer, HDAP
Hargreaves, Andrew, TPSE
Harley, Birgit, CTL
Harvey, Edward B., SE
Hatton, Michael J., TPSE
Hayhoe, Ruth E. S., TPSE
Heap, James L., SE, TPSE
Heller, Monica, SE
Henderson, G. E., CTL
Henderson, Kent, AECDCP, HDAP
Hennessy, Carol, CTL
Hickcox, Edward S., TPSE
Hicks, Ruthann, HDAP
Hidi, Suzanne E., CTL
Hildyard, Angela, TPSE
Hodson, Derek, CTL
Holland, John W., TPSE
Holmes, Mark, TPSE
House, John H., TPSE
Hrubi, Roger, CTL
Humphreys, Edward H., TPSE
Humphries, Thomas W., HDAP
Hundey, Ian, CTL
Hunt, David, AECDCP
Hunt, Gary, CTL
Ironside, Diana J., AECDCP
Iseke-Barnes, Judy, CTL
Jaffary, Ann, HDAP
Jenkins, Jenny, HDAP
Johnson, Carla, HDAP
Jones, Glen A., TPSE
Jordan, Anne, CTL, HDAP
Josefowitz, Nina, AECDCP
Kanaganayakam, C., CTL
Katz, Randy, AECDCP
Keating, Daniel, HDAP
Kelly, Brendan, CTL
Kershner, John R., HDAP
Kilbourn, Brent S., CTL
Kirkham, M. C., CTL
Klein, Joel, HDAP
Kooy, Mary, CTL
Kosnik, Clare, AECDCP
Kruger, Arthur M., TPSE
Labrie, Normand, CTL
Laiken, Marilyn, AECDCP
Lam, Tony C. M., CTL
Landy, Sarah, HDAP
Lang, Daniel W., TPSE
Lapkin, Sharon, CTL
Lawton, Stephen B., TPSE
Lee, Patrick, HDAP
Leithwood, Kenneth A., TPSE
Leitner, Karen, HDAP
Lenskyj, Helen, SE
Levin, Malcolm A., CTL, TPSE
Levine, David, TPSE
Lewis, Marc, HDAP
Lightfoot, Lynn, AECDCP
Lindsay, Peter, CTL, HDAP
Livingstone, David W., SE
Logan, Robert K., CTL
Lundy, Charles, CTL
MacIntyre, Robert B., AECDCP, HDAP
Magnusson, Jamie-Lynn, TPSE
Marcovitch, Howard, HDAP
Martin, D'arcy, AECDCP
Martin, Robert, CTL
Mathews, Frederick, AECDCP
Matthews, Donna, HDAP
Mayer, Hanna, AECDCP
McDiarmid, Garnet L., CTL
McDougall, D. M., CTL
McDougall, I. C., CTL
McLean, Leslie D., CTL
McLean, Robert S., CTL
McLean, Ruth W., AECDCP
McLeod, Keith, AECDCP
Meade, Edward, AECDCP
Miezitis, Solveiga, AECDCP, HDAP
Miles, Angela R., AECDCP
Millar, M. Anne, TPSE
Miller, Jack, CTL
Misgeld, Dieter, SE, TPSE
Mojab, Shahrzad, AECDCP
Morgan, Cecilia, TPSE
Morgan, Robert J., CTL
Morley, Elizabeth, HDAP
Moss, Joan, HDAP
Murray, H., CTL
Musella, Donald F., TPSE
Musselman, Carol R., HDAP

Muzzin, Linda, TPSE
Nagy, G. Philip, CTL
Newman, Nancy, HDAP
Ng, Roxana, SE
Nifakis, Debbie, AECDCP
Nishisato, Shizuhiko, CTL
Norman, Geoffrey, TPSE
Nussbaum, David, AECDCP
Oatley, Keith, HDAP
Oldershaw, Lynn, HDAP
Olivier, William P., CTL
Olsen, E. Christopher, TPSE
Olson, C. Paul, SE
Olson, David R., HDAP
Oster, Karen, HDAP
O'Sullivan, Edmund V., AECDCP, CTL
Padro, Susan, TPSE
Pass, Larry E., AECDCP
Pedretti, Erminia, CTL
Pelletier, Janette, HDAP
Perlman, Nitza, HDAP
Perry, Adrienne, HDAP
Peskin, Joan, HDAP
Peterson-Badali, Michele, HDAP
Philipp, Rudolph L., AECDCP
Pierson, Ruth Roach, SE, TPSE
Pike, Graham, CTL
Pike, Ruth, CTL
Piran, Niva, AECDCP
Pitman, Walter G., AECDCP
Pollock, Nathan, AECDCP
Portigal, Terryl, HDAP
Prentice, Alison, TPSE
Prichard, J. Robert S., TPSE
Quarter, Jack, AECDCP
Quazi, Saeed, TPSE
Ragsdale, Ronald G., CTL
Razack, Sherene H., SE
Reeve, Richard, HDAP
Regan, Ellen M., AECDCP, HDAP
Regan, Joseph, AECDCP
Regehr, Glenn, HDAP, TPSE
Reibetanz, John H., CTL
Reitav, Jaan, AECDCP
Rideout, E. Brock, TPSE
Robinson, Floyd G., CTL
Rockhill, Kathleen, SE
Rolheiser, Carol, CTL
Ross, John A., CTL
Rothman, Arthur I., TPSE
Rothstein, Marsha, AECDCP
Rovet, Joanna, HDAP
Rusak, Stephen T., TPSE
Russell, H. Howard, CTL
Ryan, James J., TPSE
Saint-Cyr, Jean A., HDAP
Scardamalia, Marlene, CTL, HDAP
Schachar, Russell, HDAP
Schneider, Barry, HDAP
Schneider, Margaret S., AECDCP
Schwartz, Michael, AECDCP
Seccombe, Wallace, SE
Selby, David, CTL
Seller, Wayne, CTL
Shackel, Denis, HDAP
Shafrir, Uri, HDAP
Silverman, Harry, HDAP
Silver, Judith, AECDCP, HDAP
Silvers, Ronald, CTL
Simon, Roger I., CTL
Skinner, Harvey A., CTL
Skolnik, Michael L., TPSE
Slonim, Dalia, HDAP
Smith, Dorothy E., SE
Smyth, Elizabeth M., CTL, TPSE
Stanovich, Keith E., CTL, HDAP
Stanovich, Paula, CTL
Stephenson, Carol, HDAP
Stermac, Lana, AECDCP
Stiegelbauer, Suzie, CTL
Stollery, Hildy, CTL
Swain, Merrill K., CTL
Szekely, Eva, AECDCP
Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Taylor, Margot, HDAP
Thiessen, Dennis, TPSE
Thomas, Alan M., AECDCP
Tiberius, Richard G., TPSE
Toner, Brenda, AECDCP
Tough, Allen M., AECDCP
Townsend, Richard G., TPSE
Tracz, George S., CTL
Traub, Ross E., CTL
Treherne, Dave, HDAP
Troper, Harold M., TPSE
Tuff, Larry, AECDCP
Volpe, Richard, HDAP
Wahlstrom, Merlin W., CTL
Warner, Ronald E., AECDCP
Watson, Cicely, TPSE
Watson, Jeanne C., AECDCP
Weininger, Otto, AECDCP
Weiser, John C., AECDCP
Weiss, Joel, CTL
Wells, C. Gordon, CTL
Wiener, Judith, HDAP
Wignall, Rouleen, TPSE
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL
Wine, Jeri D., AECDCP

Wolfe, Elgin, CTL
Wolfe, Richard G., CTL
Wolfgang, Aaron, AECDCP
Woodruff, Earl, CTL, HDAP
Woolner, Paul, AECDCP
Wright, Percy, AECDCP
Yeager, Annette, CTL
Zuker, Marvin A., TPSE

OFFICERS OF THE UNIVERSITY (partial list)

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Chief Librarian
C. Moore, B.A., M.L.S.

University Ombudsperson
Irene Birrell (Acting)

Status of Women Officer
Rona Ambramovitch, Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Director of Admissions and Awards and Associate University Registrar
K.J. Swift, B.Sc., M.Ed.

Acting Director of Athletics and Recreation
B. Kidd, B.A., A.M., M.A., Ph.D.

Director of Career Centre
M. Van Norman, B.A., M.A.

Coordinator of Counselling and Learning Skills Service
Sam Minsky

Family Care Advisor
J. Nolan

Coordinator of Family Housing
E. Giles

Acting Director of Health Services
S. Taman, M.D.

Director of International Student Centre
E. Patterson, B.A.

Coordinator of Off-Campus Housing and Residence Information Services
P. Karimalis

Coordinator of Special Services to Persons with a Disability
TBA

Coordinator, Office of Aboriginal Student Services and Programs
R. Bobiwash

Director of Statistics, Records, and Convocation
P.F. Leeney, B.A., M.A.

Aboriginal Student Services and Programs and First Nations House, 198
Academic Fees Structure, 185
Academic Staff, 202-205
Accommodation and Cost of Living, 198-199
Adaptive Instruction, 38, 82, 104-106
Adaptive Instruction & Special Education, 119
Administrative Officers, OISE/UT and SGS - Partial List, 7-8
Administrator Doctoral Program, 155
Admission, Program and Degree Requirements (Minimum), 21-28
Adult Education and Community Development Program, 51-54, 60-69
Adult Education, Certificate in, 53
Adult Education, Community Development and Counselling Psychology (AECDCP), 47-74
Adult Training and Development, Diploma in, 53
Advanced Studies in Educational Administration, Diploma of, 152
Advisory Board, 8
Antiracism Studies, Centre for Integrative, 137
Antiracism Studies, Focus on Critical, 137
Application Procedures, 15, 17, 29-31
Applied Cognitive Science, 38, 119
Bursary Assistance, 190
Career Counselling and Placement, 199
Centre de recherches en éducation du Nouvel-Ontario (CRENO), 36
Centre de recherches en éducation franco-ontarienne (CREFO), 33
Centre for Applied Cognitive Science (CACS), 32
Centre for Franco-Ontarian Studies (CFOS), 32
Centre for Leadership Development, 35
Centre for Teacher Development, 33
Centre for the Advancement of Measurement, Evaluation, Research and Assessment (CAMERA), 32
Centre for Women's Studies in Education (CWSE), 33
Centre régional d'Ottawa, 37
Changes to Fees, 15
Changes to Policies, Dates, Regulations and Requirements, 15
Child Study and Education Program, 25, 118, 123-124
College of Psychologists, 55, 122-123
Community, International and Transformative Learning, 51-52
Comparative, International, and Development Education Centre (CIDEC), 34
Comparative, International, and Development Education focus, 42, 82, 137
Computer Applications, 82, 106-109
Contents, 2-3
Continuity of Registration, 18
Copyright in Course Lectures, 15
Counselling and Psychology Clinic, 55
Counselling Psychology for Community Settings, 58-59
Counselling Psychology for Educational Settings, 59-60
Counselling Psychology for Psychology Specialists, 56-57
Counselling Psychology Program, 55-60, 69-74
Course Changes and Course Completion, 19
Course Load, Full-time/Part-time, 46
Course Numbering Explained, 46
Course/Program Limitations, 15
Critical Pedagogy and Cultural Studies focus, 42, 138
Curriculum Policy Studies, 82
Curriculum Program, 81-84
Curriculum Studies, 82-83
Curriculum, Teaching and Learning (CTL), 75-114
Daycare, 197
Degree Fees, 185-186
Dual Registration for M.A. and Ph.D. Candidates, 18
Early Childhood Education, 119
Education Commons, 196-197
Educational Administration Program, 150-164
Educational Practices, 82
Educational Psychology and Special Education Program, 118, 119-121
Emergency Student Loans, 193
English Language Facility, 15, 30
Environmental Studies, Collaborative Master of Education, 54, 138
Études en Français focus, 43
Family and Social Relationships, 120
Family Care Advisor, 200
Fees, 185-187
Fees and Other University Obligations, Outstanding, 187, 195
Fees, Late Payment, 186
Fees, Minimum Payment, 187
Fees, Refunds, 187
Fees/Convocation, 186
Feminist Studies, 172, 178
Feminist Studies and Gender Relations in Education, 138
Field Centres, 35-37
Field Development Activities, 35
Financial Support, 188-193
Foundations of Education & Society focus, 45
Full-time Student, Definition of, 16
Gender Equity in Education, 39, 82, 139, 150
General Information, 16-20
Global Education focus, 43

Grade Reports, 19
Grading Practices Policy, 194-195
Graduate Assistantships, 30, 188
Graduate Interdisciplinary Research Foci, 42-45
Graduate Students' Association, 196
Graduate Studies by Department, 46-184
Hart House, 201
Health Services, 200
Higher Education Program, 164-170
History and Function of OISE/UT, 4-6
History of Education Program, 170-176
History of Women & the Family in Education, 172
Holistic and Aesthetic Education, 83
Human Development and Applied Psychology (HDAP), 115-135
Human Rights, Politics, & Education, 172, 178
Immigration, Ethnicity, and Multiculturalism in Education, 172
Important Notices, 15
Individual Reading and Research Courses, 46
Institute of Child Study, 4-6, 25, 118, 123-124
Interdepartmental Graduate Specializations, 38-41
International Institute for Global Education (IIGE), 34
International Student Centre (ISC), 200
International Student Exchange Office, 200
International Student Fees, 186
International Students, 196
International Students' Association, 196
Laidlaw, Dr. R. G. N., Research Centre, 34
Language and Critical Pedagogy focus, 43
Language and Literacy, 119
Language, Literacy and Literature Across the Curriculum, 82
Learning and Teaching, 52
Learning and Work focus, 43
Learning in Non-School Environments, 83
Leave - Exceptional Health Problems or Serious Personal Circumstances, 19
Literature, Music, the Arts, and Education, 178
Master of Arts in Child Study and Education, 25, 118, 123-124
Master of Arts in Teaching (M.A.(T.)), 25, 85, 112-114
Master of Education for Special Purposes, 23, 171, 177
Measurement and Evaluation Program, 85-86, 109-112
Midnorthern/Northeastern Centre, 36
Midwestern Centre, 36
Modern Language Centre, 35
Morals/Values, Social Issues and Education, 172, 178
Multicultural Education focus, 44
Native Education, 36, 138
Nature and Development of Literacy focus, 44
Niagara Centre, 37
Northwestern Centre, 37
Off-Campus/Distance Education, 17, 81, 139, 154
Officers of the University (partial list), 206
OISE/UT Student Services Department, 196
Ontario Principal Certification Program, 152
Ontario Teacher's Certificate, 123
Origins of Modern Schooling, 172, 179
Ottawa Valley Centre, 37
Parental Leave, 18
Philosophy of Education Program, 176-184
Policies and Regulations, 194-195
Policy and Practice in Education, 138
Political Economy of Education, Focus, 138
Pre-enrolment for Continuing M.A., M.Ed., Ed.D., Ph.D. Students, 16
Preservice Teacher Education Program, 54, 123
Primary Education, 123
Program Residence, Definition, 17
Religion, Worldviews, Metaphysics, and Education, 172, 179
Religious Education, Master of, 172, 179
Research and Development Centres, 32-35
Research and Field Activities, 32-37
School and Child-Clinical Psychology Program, 118, 121-123
School Management, Certificate Program, 152
Science, Technology and Mathematics Education, 83
Second Language Education, 83
Service Charges, 187
Sessional Dates and Deadlines, 9-14
Sexual Harassment Education, Counselling, and Complaint Office, 201
SGS Regulations, 15, 194
Social and Cultural Studies, Global Education and Transformative Pedagogies, 83-84
Sociology in Education (SE), 136-149
Special Education, 123
Special Education, Additional Teacher Education Qualifications, 123-124
Special Services for Students with Disabilities, 200-201
Special Students, 28, 31, 186
Special Topics Courses, 46
Statistical Consulting Service, 197
Student Appeals, 195
Student Housing, 198-199
Student Number, 15
Student Services and Facilities, 196-201
Study in Summer Session, 17
Summer Student Fees, 186
Teacher Development Program, 86-87

Theories of Knowledge, Cognitive Science, Technology, and Learning, 179
Theory and Policy Studies in Education (TPSE), 150-184
Theory and Practice of Schooling, 172, 179
Transcripts, 20
Transfer Between Programs, 21
Transformative Learning, 40
Travaux et Théses en Français, 16
Trent Valley Centre, 37
University of Toronto School, 4-6
Winter Session, Late Afternoon and Evening Classes, 16
Women's Studies/Feminist Studies, 40
Workplace Learning and Change, 52

CALENDAR 1997

January

S	M	T	W	T	F	S
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OISE UT

Ontario Institute for Studies in Education
of the University of Toronto

Graduate Studies in Education

Bulletin

1998/99

Ontario Institute for Studies in Education of the
University of Toronto (OISE/UT)

Graduate Studies in Education

Bulletin

1998/99

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CONTENTS

Important Notices 5

History and Function of OISE/UT 6

OISE/UT and SGS Administrative Officers - Partial List 10

Sessional Dates and Deadlines 12

General Information 18
  Travaux et Thèses en Français 18
  Pre-enrolment for Continuing M.A., M.A.(CS&E), M.A.(T), M.Ed., Ed.D., and Ph.D. Students 19
  Definition of Full-Time Student 19
  Late Afternoon and Evening Classes in Winter Session 19
  Study in Summer Session 19
  Off-Campus/Distance Education 19
  Program Residence 20
  Dual Registration for M.A. and Ph.D. Candidates 20
  Transfer Between Programs 21
  Continuity of Registration 21
  Parental Leave 21
  Leave for Health Problems or Personal Circumstances 21
  Course Changes and Course Completion 22
  Grade Reports 22
  Transcripts 22

Minimum Admission, Program and Degree Requirements 23
  Master of Education 24
  Master of Education for Special Purposes 25
  Master of Arts 25
  Master of Arts in Teaching 27
  Master of Arts in Child Study and Education 28
  Doctor of Education 28
  Doctor of Philosophy 30
  Special Students 31

Application Procedures 32

Course Numbering Explained 36

Course Deadlines, Prerequisites, Limits 36

Full-Time/Part-Time Course Load 36

Individual Reading and Research Courses 36

Special Topics Courses 36

Graduate Programs by Department

Adult Education, Community Development and Counselling Psychology (AECDCP) 37
  Adult Education and Community Development 42
  Counselling Psychology 46

CONTENTS

Curriculum, Teaching and Learning (CTL) 66
  Curriculum 72
  Master of Arts in Teaching 76
  Measurement and Evaluation 77
  Second Language Education 78
  Teacher Development 79

Human Development and Applied Psychology (HDAP) 112
  Child Study and Education 116
  Educational Psychology and Special Education 118
  School and Child-Clinical Psychology 121

Sociology and Equity Studies in Education (SESE) 135
Le départment de sociologie et d'études de l'équité en éducation 135
  Sociology in Education 137
    (Anti-racism and education, Critical pedagogy and cultural studies, Feminist studies and gender relations in education, Policy and practice in education, Political economy of education)

Theory & Policy Studies in Education (TPS) 152
  Educational Administration 153
  Higher Education 167
  History of Education 173
  Philosophy of Education 180

Collaborative Graduate Degree Programs 189
  Environmental Studies 189
  Comparative, International and Development Education 190

Interdepartmental Graduate Specializations 192
  Aboriginal Education 192
  Adaptive Instruction 192
  Applied Cognitive Science 193
  Gender Equity in Education 194
  Transformative Learning 194
  Women's Studies/Feminist Studies 195

Graduate Interdisciplinary Research Foci 197
  Critical Pedagogy and Cultural Studies 197
  Études en Français 198
  Foundations of Education and Society 198
  Global Education 198
  Language and Critical Pedagogy 199
  Learning and Work 199
  The Nature and Development of Literacy 199

Research and Field Activities 201

Research and Development Centres 201
  Centre for the Advancement of Measurement, Evaluation, Research and Assessment 201
  Centre for Applied Cognitive Science 202
  Centre for Franco-Ontarian Studies 202
  Centre de recherches en éducation franco-ontarienne 202
  Centre for Teacher Development 202
  Centre for Women's Studies in Education 203
  Comparative, International, and Development Education Centre 203
  International Institute for Global Education 204
  Dr. R. G. N. Laidlaw Research Centre 204
  Modern Language Centre 204

Field Centres 205
  Centre for Leadership Development 205
  Midnorthern/Northeastern Centre 205
  Centre de recherches en éducation du Nouvel-Ontario (CRENO) 206
  Midwestern Centre 206
  Niagara Centre 206
  Northwestern Centre 207
  Ottawa Valley Centre 207
  Centre régional d'Ottawa 207
  Trent Valley Centre 207

Fees 208

Financial Support 211

OISE/UT Student Services and Facilities 218
  Education Commons 218
  Graduate Students' Association (GSA) 219
  Indigenous Education Network (IEN) 219
  International Students' Association (ISA) 220
  Kidspace Daycare 220
  Research Consulting Service 221
  Student Services Offices 221
University-Wide Student Services and Facilities 221

Policies and Regulations 225

Academic Staff 228

Officers of the University (partial list) 231

Index 232

APPLICATIONS/ADMISSIONS

OISE/UT cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimum admission requirements.

CHANGES TO FEES

At time of publication, the 1998/99 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 208 - 210, are from the 1997/98 schedule, and are expected to be increased in 1998/99. Fees are subject to change by the Governing Council of the University of Toronto.

CHANGES TO POLICIES, DATES, REGULATIONS AND REQUIREMENTS

This Bulletin is published many months prior to the beginning of the Session. Staff, programs, courses, regulations, grading practices policy and dates are expected to be as published. However, the University of Toronto and OISE/UT reserve the right to change any of the above published herein in order to properly exercise its educational responsibility. Such changes are effective at such times as the proper authorities determine, and may apply not only to prospective students but also to those who are already enrolled at OISE/UT.

COPYRIGHT IN COURSE LECTURES

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

COURSE/PROGRAM LIMITATIONS

OISE/UT makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in programs, courses, or sections, and to withdraw courses or sections for which enrolment or resources are insufficient.

ENGLISH LANGUAGE FACILITY

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose Mother Tongue or first language is not English. Language proficiency requirements are detailed on pages 33 - 34.

SGS REGULATIONS

All graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). Applicants and students are advised to consult the School of Graduate Studies Calendar for full details.

STUDENT NUMBER

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their student numbers.

HISTORY AND FUNCTION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the University called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's field centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its field centres, OISE maintained an important presence throughout the province.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966,

The Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based preservice program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T.) and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T.) program in English and an M.Sc.(T.) program in Mathematics were initiated. The M.Sc. (T.) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, **For the Love of Learning**, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsing this recommendation called for proposals for two-year, preservice teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the University's Academic Board. The program is in effect for the 1995-1997 period only and is available to up to 60 Elementary students and up to 60 Secondary students.

The Relationship Between OISE and FEUT

In general, OISE and FEUT pursued their mandates and activities separately over the years since 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto (UT) and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue it. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the University was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by The Ontario Institute for Studies in Education, The Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It will enjoy full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual University faculties hold such status. Its departments are members of Division 2 (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT will be a centre of excellence for graduate studies, research, field development, continuing and preservice teacher education in Ontario. It will also be a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, preservice and inservice teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

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Michael Marrus, Ph.D.
Graduate Dean

Susan Howson, Ph.D.
Associate Dean, Division II (includes Education)

Carolyn M. Johnston, B.A.
Student Services Coordinator

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

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Anne Millar, M.Ed.
Associate Dean, Preservice Programs and Laboratory Schools

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Adult Education, Community Development and Counselling Psychology (AECDCP)

Merlin W. Wahlstrom, Ph.D.
Curriculum, Teaching and Learning (CTL)

Daniel Keating, Ph.D.
Human Development and Applied Psychology (HDAP)

David W. Livingstone, Ph.D.
Sociology and Equity Studies in Education (SESE)

James L. Heap, Ph.D.
Theory & Policy Studies in Education (TPS)

Associate Chairpersons

Lana Stermac, Ph.D.
Adult Education, Community Development and Counselling Psychology (AECDCP)

Carol Rolheiser, Ph.D.
Philip Nagy, Ph.D.
Curriculum, Teaching and Learning (CTL)

Jenny Jenkins, Ph.D.
Human Development and Applied Psychology (HDAP)

Kari Dehli, Ph.D.
Sociology and Equity Studies in Education (SESE)

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Wayne Seller, M.Ed.
Head, Field Division and Co-ordinator, Technology-Mediated & Off-Campus Programs

Kenneth A. Leithwood, Ph.D.
Centre for Leadership Development

George E. Burns, Ed.D.
Midnorthern/Northeastern Centre, Sudbury Office

Bruce Cassie, Ph.D.
Midnorthern/Northeastern Centre, North Bay Office

Denis Haché, Ph.D.
Centre de recherches en éducation du Nouvel-Ontario (CRENO)

Lynne Hannay, Ph.D.
Midwestern Centre

Jack Miller, Ph.D.
Niagara Centre

Elizabeth Smyth, Ed.D.
Northwestern Centre

Marie Josée Berger, Ph.D.
Ottawa Valley/Centre régional d'Ottawa

John A. Ross, Ph.D.
Trent Valley Centre

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Registrar

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

Barbara Holland
Administrative Officer

Margaret Brennan
Financial Awards Officer

Chris Fung
Liaison Officer, (AECDCP and HDAP)

Valerie Kolesnikow
Liaison Officer, (CTL)

Susan Hall
Liaison Officer, Graduation

Heather Haslett, B.A.
Liaison Officer, Admissions

Lynn Romero
Liaison Officer, (SESE and TPS)

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Ontario Secondary School Teachers' Federation

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Professor, Queen's University

Veronica Lacey
Deputy Minister, Ministry of Education and Training

Monique Landry-Sabourin
Association franco-ontarienne des conseils d'écoles catholiques

Susan Langley
Secretary-Treasurer, Ontario Teachers' Federation

James Rush
Senior Vice-President and Executive Director,
Institute for Learning, Bank of Montreal

Eleanor Shannon
Superintendent of Education
Metro Separate School Board

James Turk
Executive Assistant to the National President
Canadian Union of Public Employees

The Hon. George Vari
Co-Chair, George and Helen Vari Foundation

Merl Wahlstrom
Chair, Department of Curriculum, Teaching and Learning, OISE/UT

Joan Westcott
Executive Director, Federation of Women Teachers' Association of Ontario

1998

January 5	Lectures begin for the second term of the 1997/98 Winter Session
January 9	Deadline for registration, including tuition fee payment, for students beginning their programs in second term. After this date a late registration fee will be charged
January 15	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 1998 Summer Session or the 1998/99 Winter Session. While applications will be accepted after this date, no guarantee that the application will be considered for admission to either degree programs or courses can be given
January 15	Deadline for receipt of applications for a 1998/99 Winter Session Graduate Assistantship (for full-time study only)
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year. (The information is needed by the Registrar's Office, Graduate Studies Registration Unit, by this date to allow for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
January 20	Grade submission date for the 1997/98 Winter Session, first-term courses. (Grades will be mailed to students in mid-February)
January 23	Deadline for adding 1997/1998 Winter Session, second-term courses
January 30	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. **(Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least nine working weeks before this date)**
January 30	Deadline for doctoral oral examinations without fees being charged
February 15	Deadline for M.Ed. students to request convocation in Spring if **all** degree requirements, comprehensives and research will be completed in the second/Spring term of the 1997/98 Winter Session
February 27	Deadline for withdrawing from 1997/98 Winter Session, second-term and full-year courses without academic penalty
March 9	Graduation "in absentia"
March 16-20	Pre-enrolment forms for 1998 Summer Session and 1998/99 Winter Session for continuing students will be mailed
March 16-20	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)

1998 (continued)

April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 9	Last day of 1997/98 Winter Session lectures
April 10	Good Friday (offices closed)
April 13	Continuing students should pre-enrol in courses for both 1998 Summer Session and 1988/99 Winter Session (first- and second-term) prior to this date. Maximum enrolment may be reached in some courses well before this date
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
April 24	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. **(Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least seven working weeks before this date)**
May 1	Deadline for pre-enrolling in Audio Distance Education courses for the 1998 Summer Session
May 1	First day of classes and registration for students in the Ed.D. Administrator Doctoral Program
May 4	First day of classes and registration for the 1998 Summer Session, first term (May/June - A and F) courses
May 8	Deadline for registration for 1998 Summer Session Independent Study and Research
May 15	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to 1998 Summer Session
May 15	Deadline for registration for 1998 Summer Session, first term (May/June), including tuition fee payment where applicable
May 15	Deadline for adding or dropping 1998 Summer Session, first term (May/June - A and F) courses
May 18	Victoria Day (offices closed)
May 20	Grade submission date for 1997/98 second-term and full-year courses. (Grades will be mailed to students in mid-June)
May 20	Deadline for INC designation for 1997 Summer Session courses to be changed to a regular grade or a failure
May 29	Deadline for pre-enrolling in Audio Distance Education courses for the 1998/99 Winter Session

1998 (continued)

June 11-12	Spring Convocation
June 12	Last day of 1998 Summer Session, first term (May/June - A and F) lectures
June 12	Deadline for adding 1998 Summer Session, second term (July/August - B and S) courses **without instructor's approval.** After this date, instructor's approval at the beginning of class is required.
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 1998 Summer Session courses
June 29-30	Registration for the 1998 Summer Session, second term (July/August), including tuition fee payment where applicable
June 29	Lectures begin for the 1998 Summer Session, second term (July/August). First meeting of Monday/Wednesday classes. The second meeting will be on Friday, July 3, 1998
June 30	Deadline for registration, without late fee, for 1998 Summer Session, second term (July/August)
June 30	First meeting of Tuesday/Thursday classes of the 1998 Summer Session, second term (July/August). The second meeting will be on Thursday, July 2, 1998
July 1	Canada Day (offices closed). Classes which normally would have been scheduled on Wednesday, July 1, will be scheduled for Friday, July 3.
July 5	Deadline for M.Ed. students to request convocation in the Fall if **all** degree requirements, comprehensives and research will be completed in the 1998 Summer Session
July 15	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to the 1998/99 Winter Session, first term (September/December)
July 15	Deadline for adding or dropping 1998 Summer Session H, Y, B and S courses
July 31	Deadline for adding 1998/99 Winter Session, first-term and full-year courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
August 3	Civic Holiday (offices closed, classes rescheduled)
August 7	Last day of 1998 Summer Session (July/August) lectures
August 17	Registration for 1998/99 Winter Session begins
September 5	Deadline for submission of Individual Reading and Research course approval forms for 1998/99 Winter Session, first-term and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit

1998 (continued)

September 7	Labour Day (offices closed)
September 8	1998/99 Winter Session lectures begin
September 11	1998/99 Winter Session registration, which includes tuition fee payment, ends. After this date, a Late Registration Fee will be charged
September 16	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for Masters' degrees to be awarded at Fall Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
September 30	Grade submission date for 1998 Summer Session courses. (Grades will be mailed to students toward the end of October)
October 2	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. **(Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least seven working weeks before this date)**
October 2	Deadline for adding 1998/99 Winter Session, first-term and full-year courses
October 12	Thanksgiving Day (offices closed, classes rescheduled)
October 15	Deadline for M.Ed. students to request convocation in March (in absentia) or Spring if **all** degree requirements, comprehensives and research will be completed in the first/Fall term of the Winter Session
October 30	Deadline for withdrawing from 1998/99 Winter Session, first-term courses without academic penalty
November 15	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to the 1998/99 Winter Session, second term (January/April)
November 25 - 26	Fall Convocation
December 4	Last day of lectures of the 1998/99 Winter Session, first-term courses
December 11	Deadline for adding 1998/99 Winter Session, second-term courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 1998/99 Winter Session, second term, to be submitted to the Registrar's Office, Graduate Studies Registration Unit

1999

January 4	Lectures begin for the 1998/99 Winter Session, second term
January 8	Deadline for registration, including tuition fee payment, for students beginning their programs in the 1998/99 Winter Session, second term. After this date a late registration fee will be charged
January 15	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 1999 Summer Session or the 1999/2000 Winter Session. While applications will be accepted after this date, no guarantee that the application will be considered for admission to either degree programs or courses can be given.
January 15	Deadline for receipt of applications for a 1999/2000 Winter Session Graduate Assistantship (for full-time study only)
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the Masters' degree if they are to receive one year of the required "full-time study" credit towards the Ph.D. (The information is needed by the Registrar's Office, Graduate Studies Registration Unit, by this date to allow for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 19	Grade submission date for the 1998/99 Winter Session, first-term courses. (Grades will be mailed to students in mid-February)
January 20	Deadline for INC designation for 1997/98 Winter Session, first-term courses to be changed to a regular grade or a failure
January 22	Deadline for adding 1998/99 Winter Session, second-term courses
January 29	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. **(Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least nine working weeks before this date)**
February 15	Deadline for M.Ed. students to request convocation in Spring if **all** degree requirements, comprehensives and research will be completed in the 1998/99 Winter Session, second term
February 26	Deadline for withdrawing from the 1998/99 Winter Session, second-term and full-year courses without academic penalty
March TBA	Graduation "in absentia" (dates to be announced)
March 15-19	Pre-enrolment forms for 1999 Summer Session and 1999/2000 Winter Session for continuing students will be mailed

1999 (continued)

March 15-19	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 2	Good Friday (offices closed)
April 8	Last day of 1998/99 Winter Session lectures
April 12	Continuing students should pre-enrol in courses for both 1999 Summer Session and 1999/2000 Winter Session (first- and second-term) prior to this date. Maximum enrolment may be reached in some courses well before this date
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
April 23	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. **(Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least seven working weeks before this date)**
May 24	Victoria Day (offices closed)
May 20	Grade submission date for 1998/1999 Winter Session second-term and full-year courses. (Grades will be mailed to students in mid-June)
May 30	Deadline for INC designation for 1998 Summer Session courses to be changed to a regular grade or a failure
June TBA	Spring Convocation (dates to be announced)

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, le bureau de la formation à distance offre présentement un programme d'études en français. Prière de consulter la page 198 pour plus de renseignements sur ce programme.

Département d'éducation des adultes : apprentissage et psychologie du counseling
A. M. Thomas, A. M. Tough

Département de curriculum, d'enseignement et d'apprentissage
M.j. Berger, B. J. Burnaby, S. Churchill, A. Cumming, J. P. Cummins, G. Feuerverger, N. J. Frenette, D. Gérin-Lajoie, D. Haché, G. Hanna, M. B. Harley, N. Labrie, S. Lapkin, L. D. McLean, R. S. McLean, M. K. Swain, D. N. Wilson

Département du développement humain et de psychologie appliquée
E. Geva, B. Schneider, J. Wiener

Département de sociologie et d'études de l'équité en éducation
S.E. Anderson, G. E. Burns (Centre du Moyen-Nord/ Nord-Est), M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation
R. E. S. Hayhoe, A. Prentice

Voir la section *Interdisciplinary Research Foci* pour une description des cours en français, sous la rubrique *Études en français* à la page 198.

PRE-ENROLMENT FOR CONTINUING M.A., M.A.(C.S.&E.), M.A.(T.), M.ED., ED.D. AND PH.D. STUDENTS

Pre-enrolment forms for course selection for the 1998 Summer Session and the 1998/99 Winter Session will be mailed in early March 1998. The student telephone service will be available March 21. Students should pre-enrol in courses before April 13 either by using the telephone service or by returning their completed pre-enrolment forms to the Registrar's Office, Graduate Studies Registration Unit. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the first and second terms of the Winter Session.

NOTE: No guarantee of acceptance into either the first or second choice of courses can be given for either term. **If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrolment in the course.**

DEFINITION OF FULL-TIME STUDENT

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

LATE AFTERNOON AND EVENING CLASSES IN WINTER SESSION

During the 1998/99 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening. Students may take more than two half-courses in the Winter Session but not more than two half-courses in any one term.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) one half-course in each of the two terms;

b) two half-courses which run for the full year;

c) one full course which runs for the full year; or

d) where scheduling necessitates, one half-course which runs for the full year, along with another half-course which runs for either the first or second term.

STUDY IN SUMMER SESSION

During each term of the Summer Session (May-June) and (July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course. **Exception:** Students enrolled in the Ed.D. Administrator Doctoral Program undertaking their period of required full-time study during the Spring/Summer Session, May-August.

Ph.D. candidates, and Ed.D. candidates who have completed the full-time study requirement, will register for both the Winter and Spring/Summer Sessions when they register in September (or in January for those beginning their doctoral program then).

OFF-CAMPUS/DISTANCE EDUCATION

Courses

OISE/UT offers off-campus sections of some courses in a variety of Ontario locations. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Courses via audio conferencing use sites in northern Ontario (i.e., north of Parry Sound) which are part of the Contact North/Contact Nord network. Sites in southern Ontario are determined according to the location of students who pre-enrol by the deadline listed in the OISE/UT Course Schedule (off-campus section). Students who have pre-enrolled by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. Students are urged to pre-enrol by the deadline. Courses may be cancelled if enrolment is low.

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 37 - 188.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

Application Procedures

New part-time degree applicants and part-time Special Students should contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 205 - 207) for application forms. In areas of the province not served directly by a Field Centre, contact should be made with the Registrar's Office, Graduate Studies Unit, OISE/UT. Application procedures are the same for all students (see pages 32 - 35).

Registration

Part-time, off-campus students **who have already been admitted to a degree program,** register by mail. A course registration form and a fees invoice will be mailed to the student when all admission conditions have been met. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

PROGRAM RESIDENCE

Many programs specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. Residence provides the student with an opportunity to become immersed in the intellectual environment of the university. Residence requirements can be filled only through:

a) two consecutive terms of the Winter Session i.e., September to December and January to April in the same session

or

b) the second term in one session followed by the first term in the next session.

With the exception of the TPS's Ed.D. Administrator Doctoral and Higher Education Programs, full-time study credit is not given for registration in the Summer Session.

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program is being undertaken must be in a position to offer that program beginning in January.

DUAL REGISTRATION FOR M.A. AND PH.D. CANDIDATES

Students in an M.A. program at OISE/UT who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one term in both programs under the following conditions:

1. The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

2. Permission has been granted by both OISE/UT and the School of Graduate Studies.

3. The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the term of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's program.

   NOTE: Only the appropriate Ph.D. fees will be charged.

4. The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's candidate only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. program.

TRANSFER BETWEEN PROGRAMS

M.A. and M.Ed. candidacy is **not** interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation and candidacy is not interchangeable. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, early in the student's degree candidacy and would require the support of the student's department.

CONTINUITY OF REGISTRATION

Doctoral candidates who have completed the required period of full-time study but have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been fulfilled.

(**Exception**: Students who were registered in doctoral programs in the 1992/93 Winter Session follow regulations set out in the OISE/UT Bulletin and School of Graduate Studies Calendar for 1993/94.)

Full-time master's students, once they are past the "minimum period of registration", must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other requirements have been completed.

Failure to register as required will cause a student's candidacy to lapse.

PARENTAL LEAVE

Graduate students may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a parental leave during their program. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child.

By completing the Parental Leave Request form, a parent may apply for up to three terms of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of terms cannot exceed four. Students on leave will not be eligible to receive OISE/UT Graduate Assistantships, or Scholarships, or other OISE/UT awards; only OISE/UT Scholarships may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply.

The date for the completion of the degree will be extended by the duration of the leave taken. Normally, the start and end of the leave should coincide with the start and end of a term.

LEAVE FOR HEALTH PROBLEMS OR PERSONAL CIRCUMSTANCES

Graduate students whose programs require continuous registration may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a one-term to three-term leave during their program of study on the grounds of health or personal problems which temporarily make it impossible to continue in the program.

Once on leave, students will neither be registered nor will they be required to pay fees for this period. They may not make demands upon the resources of the University, such as use library facilities, attend courses or expect advice from their supervisor or make any formal progress toward their degree. They will not be eligible to receive or defer University of Toronto fellowship support during the leave. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make application for such leave by completing the Leave Request Form and submitting it to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for approval. The terminal date of the degree program will be extended by the duration of the leave taken. Only under exceptional circumstances will the student be granted more than one leave under the terms of this policy. Normally the start and end of the leave would coincide with the start and end of a term. Leave requests which do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

COURSE CHANGES AND COURSE COMPLETION

The deadlines for adding and dropping courses for each term of the Winter Session and for the Summer Session are listed in the Sessional Dates and Deadlines, pages 12 - 17. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has incomplete courses, others must be added to fulfil the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 12 - 17. These dates are mandatory. They represent the dates the grades are due in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor. **Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered.** (See Student Appeals, pages 226 - 227.)

NOTE: Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Registration Unit, is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

GRADE REPORTS

First-term grades will be mailed to students in mid-February. Second-term and full-year grades will be mailed to students in mid-June. Summer Session grades will be mailed towards the end of October.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from:

OISE/UT Registrar's Office
Graduate Studies Registration Unit
252 Bloor Street West, 11th Floor
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2653

M.Ed., M.A., M.A.(T), M.A.(SC&E), Ed.D., and Ph.D. candidates and Special Students obtain transcripts from:

School of Graduate Studies
63 St. George Street
Toronto, Ontario M5S 1A1
Telephone: (416) 978-2383

At the time of printing of this Bulletin, the charge for a transcript is $6.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 210 and 227.)

MINIMUM ADMISSION, PROGRAM AND DEGREE REQUIREMENTS

OISE/UT conducts, within the School of Graduate Studies, programs leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

Master of Education (M.Ed.)
Master of Arts (M.A.)
Master of Arts in Teaching (M.A.(T.))
Master of Arts in Child Study and Education
  (M.A.(C.S.&E.))
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 32 - 35.

Following is an outline of the **minimum** admission, program and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The University reserves the right to determine whether or not credentials of degree-granting institutions in Ontario meet the standards for admission to University of Toronto programs.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

MASTER OF EDUCATION (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Admission Requirements

a) An appropriate three- or four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. (See the Admission Requirements section of individual departments for programs which require higher standing, pages 37 - 188.)

If the bachelor's degree specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses not clearly defined on the transcript, in order to establish equivalency. An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the bachelor's degree and undertaken at a recognized university must be completed with mid-B standing also.

Depending on the makeup of the degree, and the student's intended area of specialization at the master's level, some additional study may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Program of Study

Applicants must declare their choice of OISE/UT department at the time of application and one of three possible options outlined in item (a) following. **The three options are not all offered in any one OISE/UT department; applicants should refer to the departmental sections for details of available options, pages 37 - 188.**

Upon admission the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

The minimum program requirements for the M.Ed. degree are as follows:

a) In keeping with their department's requirement, students must choose one of the following options to complete their program.

Option I - Coursework only: ten half-courses plus a comprehensive examination/requirement. This option, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Winter Session.

Option II - Research Project: eight half-courses plus a research project or a major research paper. This option, if pursued on a full-time basis, cannot be completed in less than one Winter Session and one Summer Session.

Option III - Thesis: six half-courses plus a thesis. This option, if pursued on a full-time basis, cannot be completed in less than one Winter Session.

Departmental specialization within the M.Ed. degree program requires that a minimum of half of the courses must be taken in the home department unless otherwise specified by the department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as equivalent to two of the half-courses.

b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling Psychology for Psychology Specialists).

c) **Full-time master's students, once they are past the "minimum period of registration" must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

e) All requirements for the degree must be satisfactorily completed **within six years** from first enrolment.

f) Applicants who have completed graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses, or 25 per cent of the course requirements for the M.Ed. degree, whichever is greater, provided those courses were not credited toward another degree, diploma, certificate, or any other qualifications.

Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, to plan an M.Ed. program so that courses may be taken at another University in keeping with the transfer credit policy previously described.

g) Courses taken in a previous graduate program and credited to a degree program at OISE/UT will not reduce the total program fee required.

h) Candidates **must apply to graduate** either by using the student telephone service or by completing and returning an **Application to Graduate card** obtained from the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Those completing their program, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

- **Summer Session completion - apply by July 5**
  Candidates will receive their diploma at the November convocation ceremony.
- **Winter Session, Fall (first term) completion - apply by October 15**
  Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- **Winter Session, Spring (second term) completion - apply by February 15**
  Candidates will receive their diploma at the June convocation ceremony.

MASTER OF EDUCATION (M.Ed.) FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE/UT departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to the "M.Ed. for Special Purposes". They will be required to name an OISE/UT department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will design a suitable program in terms of the options offered in the home department.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to design a highly individualized program suited to their particular needs and interests. (See Graduate Interdisciplinary Research Foci, pages 197 - 200.)

MASTER OF ARTS (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Some M.A. degree programs at OISE/UT, e.g. History of Education, Philosophy of Education, and Sociology and Equity Studies in Education are one-year programs comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A.

degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program.

Consult departmental information for full details, pages 37 - 188.

Admission Requirements
The requirements for admission to a one-year M.A. program are:

a) Normally, an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. (See the admission requirements section of individual departments for programs which require specified undergraduate disciplines and a higher standing for admission, pages 37 - 188.)

If the specialization of the bachelor's degree is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses which are not clearly defined on the transcript, in order to establish this equivalency.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent.

Any relevant study beyond the bachelor's degree and undertaken at a recognized university must be completed with mid-B standing also (currently under review). In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

b) Applicants with qualifications as above, except that their bachelor's degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

Program of Study
Applicants must declare their choice of OISE/UT department at the time of application. Upon admission the student will be assigned to a faculty advisor for their particular field, who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. in OISE/UT are as follows:

a) A **one-year program** comprised of at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

b) Students admitted to an extended program **(one and one-half years)** on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

c) Students admitted to a **two-year program,** on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, are required to complete twelve half-courses.

d) A thesis. All M.A. candidates must have their thesis committees officially formed as follows:

- **if studying full time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;

- **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE/UT. Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

e) In most departments it is possible to pursue an M.A. program on a part-time basis. A minimum of one academic year of full-time study is required for some programs. Consult departmental information for full details, pages 37 - 188.

f) **Full-time master's students, once they are past the "minimum period of registration" must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** from first enrolment for candidates admitted to one-year (six or eight half-course) programs and **within six years** from first enrolment for candidates admitted to one-and-a-half- (ten half-course) or two-year (twelve half-course) programs.

i) Candidates who have completed graduate courses at another university, beyond that required for admission to a one-year M.A.program, may be granted credit for up to two half-courses or 25 per cent of the course requirements for the M.A. degree, whichever is greater, provided that those graduate courses were not credited toward another degree, certificate, diploma, or any other qualification. Such course credit, if granted, will not reduce the total program fee.

MASTER OF ARTS IN TEACHING (M.A.(T.))

This program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies. The program is designed for part-time study but may also be completed in one year and summer session.

Admission Requirements

Applicants require:

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto, or another approved university. Applicants without sufficient background in English may be required to take one or more undergraduate courses in addition to the program requirements.

b) A mid-B standing in English courses from the University of Toronto or another approved university. Undergraduate courses in education may be given consideration.

c) One year of teaching experience or equivalent professional experience.

d) Two letters of recommendation, one from the applicant's undergraduate program.

e) Recent curriculum vitae which must include teaching experience after graduation.

Program of Study

Students will be required to complete:

a) One full course in the history and theory of the study of English.

b) One full course in the Graduate Department of English.

c) Four half-courses from the list of Master of Arts in Teaching courses of instruction, pages 109 - 110.

MASTER OF ARTS IN CHILD STUDY AND EDUCATION (M.A.(C.S.&E.))

The Child Study and Education program is based at the Institute of Child Study, a centre of professional training and research in childhood and education. The M.A.(C.S.&E.) offers a unique, research-based teacher education experience. Refer to pages 116 - 118 in the Human Development and Applied Psychology department section for additional information.

TWO-YEAR PROGRAM

On successful completion of the two-year program, students are awarded the M.A. in Child Study and Education. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario College of Teachers Certificate of Qualification and for Part 1 of the three session qualification in Primary Education. This qualifies the holder to teach in the primary and junior divisions of Ontario schools. Graduates who have successfully completed the course HDP4280 (formerly EDT4280) will also be recommended for Part 1 (core 1 and core 2) of the three session qualification in Special Education.

There are two concentrations in the program:
- Primary Education
- Special Education

Two-Year Program Admission Requirements

Admission to the M.A. in Child Study and Education program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree. The minimum admission standard is standing equivalent to a University of Toronto mid-B or better. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. Selected candidates will be interviewed.

Two-Year Program of Study

Students are required to take 16 half-courses, including all required courses and practica. The remaining courses are electives. In addition, all students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

ONE-YEAR PROGRAM

This program is offered to students who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education. It is intended to prepare students for excellent elementary teaching while continuing an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for students who might be interested in pursuing further graduate study. On successful completion of this program, students will be awarded the Master of Arts in Child Study and Education degree.

One-Year Program Admission Requirements

In addition to the admission requirements stated above for the two-year program, applicants to the one-year M.A. in Child Study and Education must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education.

One-Year Program of Study

Students will be required to complete two compulsory half-courses plus six half-course electives for a total of eight half-courses.

For students who are interested in further graduate study, it is highly recommended that they arrange electives to include Research Design and Measurement, Statistics and a Qualifying Research Project (QRP) including empirical field work

DOCTOR OF EDUCATION (Ed.D.)

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections, pages 37 - 188.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto B+ or better in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs which require higher standing for admission, pages 37 - 188.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) A personal interview whenever possible. Because the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigourous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Unit.

g) Additional requirements may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections, pages 37 - 188.

Program of Study

Applicants must declare their choice of OISE/UT department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ed.D. are as follows:

a) Normally, a minimum of two consecutive Winter Session terms of full-time study (i.e., September to December followed by January to April, or January to April followed by September to December). (**Exception:** Theory & Policy Studies in Education's Administrator Doctoral Ed.D. Program.)

b) In most programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 37 - 188.) **However, once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.**

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same area of specialization proposed at the doctoral level. Upon the recommendation of the home department, candidates beginning the degree program on a full-time basis can add prerequisite courses to their program. Otherwise, candidates must take prerequisite courses as "Special Students" at OISE/UT.

An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

d) Candidates in some departments or specializations will be required to take a comprehensive examination during the program. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The names of thesis committee members must be filed by April 1 of the year following the required period of full-time study (residence).

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigourous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE/UT. Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ed.D. must be completed **within six calendar years** of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply to the graduate programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the appropriate departmental sections. The average time to completion is approximately five years.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto B+ or better in master's courses. (See the admission requirements section of individual departments for programs which require a higher standing for admission, pages 37 - 188.)

Students in an M.A. program at OISE/UT who have been offered admission to a Ph.D. program conditional upon completion of the master's program may be dual registrants for only one term in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 20.

b) Holders of master's degrees other than the OISE/UT M.A. in the same area of specialization as proposed at the doctoral level, must submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in each OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the OISE/UT Guidelines for the QRP available from the Registrar's Office, Graduate Studies Unit.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidates' intended areas of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE/UT department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the OISE/UT Guidelines for the QRP available from the Registrar's Office, Graduate Studies Unit.

Program of Study

Applicants must declare their choice of OISE/UT department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of two consecutive Winter Sessions (September through April) of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. A request to do so must be made in writing, outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Such interruption is granted for a maximum of one year and does not increase the length of degree candidacy. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b)**Once first registered in the program, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.**

c) The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization.

Normally a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.

d) Candidates will be required to take a comprehensive examination during the program. Consult the home department for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must file the names of the thesis committee members by April 1 of the second year of the required period of full-time study.

All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE/UT. Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ph.D. program must be **completed within six years** of first enrolment.

SPECIAL STUDENTS

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Full-time Study

An applicant accepted as a Special Student – Full-Time, must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained an average grade in the final year (or over senior courses) equivalent to mid-B or better.

Part-time Study

An applicant accepted as a Special Student – Part-Time, must hold a degree from a recognized university. If the degree was attained with less than mid-B standing, the applicant may not apply for admission to a degree program at a later date.

APPLICATION PROCEDURES

APPLICANTS TO DEGREE PROGRAMS

1. Application for Admission

All applicants must complete an application form, clearly indicating the OISE/UT department and degree to which they wish to be admitted. Applicants should carefully review the specializations/concentrations within departments and clearly indicate on the Supplementary Application Form B, Item #3 which specialization/concentration they wish to pursue.

For application information, contact:
OISE/UT Registrar's Office
Graduate Studies Admissions Unit
252 Bloor Street West,
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2663/2664
1-800-785-3345
FAX: (416) 323-9964
E-mail: gradstudy@oise.utoronto.ca

2. Documentation

Applicants must assemble all relevant documentation. All credentials submitted in support of an application become and remain the property of the University, subject to the Policy on Access to Official Student Records.

a) Transcripts and Academic Records

Three official transcripts of your academic record from each university attended are required. It is your responsibility to arrange for transcripts to be forwarded to **your** attention in the transcript envelope(s) provided.

The transcripts which you receive in sealed envelopes are confidential and are not to be opened.

Some institutions will not provide you with transcripts in sealed envelopes. In this case, official transcripts should be sent directly from the issuing institution to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit. **Faxed records are not considered official.**

NOTE: Applicants who attended the University of Toronto do not need to provide the academic record of their study if they were registered for the first time in the summer of 1988 or later, in the Faculty of Arts and Science (including Erindale College), the Faculty of Applied Science and Engineering, or Scarborough College.

NOTE: Applicants who attended universities outside North America should note that notarized English translations must accompany all foreign non-English documentation.

b) Application Fee

If you have not previously been registered in the School of Graduate Studies, you must submit a non-refundable application fee (Canadian) with your application. **(For application to the 1998/99 session the fee is $75. This fee is subject to change for the 1999/2000 application cycle.)** Write your name and application number on your payment which must be in the form of a certified cheque, money order, or bank draft, payable to the University of Toronto. Canadian funds drawn on a Canadian bank or U.S. funds drawn on a U.S. bank are acceptable. **Do not send cash in the mail.** If you cannot obtain Canadian or U.S. funds, you must wire your fee directly to the address below. No admission decision will be mailed until the application fee is paid.

Canadian Imperial Bank of Commerce
International Division
Main Branch, Commerce Court
Toronto, Ontario, Canada M5L 1G9

NOTE: Applicants to the Master of Arts in Child Study and Education program In addition to the application fee stated above, applicants to this program may be required to pay a non-refundable service fee (TBA).

c) Teacher Education, Certification, and Experience

Where applicable, three copies of documents attesting to teacher education, teacher certification, and teaching experience are required.

d) Letters of Reference

Two letters of reference are required:

- one from a university instructor with whom you have studied
- the other from a referee who is familiar with your professional work and promise.

For this purpose, forms entitled **"Letter to Support Application for Admission"** are enclosed in the application package. Instruct each referee to enclose the Letter in the envelope provided, seal and sign the envelope on the back, and forward it to **your** attention. **Do not open it.**

NOTE: Applicants to the M.A. and doctoral programs in the Department of Sociology and Equity Studies in Education should ensure that all letters of reference be from professors with whom they have studied or worked.

e) Résumé and Statement of Intent

Applicants must submit two copies of a résumé (maximum four pages) and a statement of study interests, career goals, and reasons for seeking admission. The résumé should include:

- employment history (most recent first), including name and location of organization, job title, position responsibilities, and dates employed. Please indicate full-time and part-time employment
- education, including studies in progress
- academic, business, or professional awards and achievements
- community and professional activities
- special skills

NOTE: Applicants to the **Department of Curriculum, Teaching and Learning** must submit a "Statement of Purpose" in keeping with the requirements outlined in the CTL section of this Bulletin, pages 66 - 111. Applicants to the **Department of Sociology and Equity Studies in Education** must submit a sample of written work.

f) English Language Facility

Note: OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose Mother Tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English. In order to have their application considered, results of one of the following tests must be submitted at the time they submit their application:

- Test of English as a Foreign Language (TOEFL)
  Educational Testing Service, P.O. Box 6151
  Princeton, New Jersey
  08541-6151, U.S.A.

The TOEFL examination must include a Test of Written English (TWE). A TOEFL score of at least 580 with a TWE score of at least 5.0 is required for admission. The "Institution Code" is 0982.

- Michigan English Language Assessment Battery (MELAB)
  English Language Institute (ELI)
  University of Michigan
  Ann Arbor, Michigan
  48109-1097, U.S.A.

A score of at least 85 is required on the MELAB

- International English Language Testing System (IELTS)
  University of Cambridge Local Examinations Syndicate
  1 Hills Road
  Cambridge, U.K. CB1 2EU
  Applicants may also contact their nearest British Council Office. A score of at least 7.0 is required on the IELTS.

g) Applicants to the Master of Arts in Child Study and Education program

Because candidates are applying to a teacher education program, they also need to submit the following with their application:

- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
- a photocopy of a certificate of change of name where applicable
- satisfactory evidentce of freedom from tuberculosis (required by the Ontario College of Teachers).

3. Graduate Assistantships

Many applicants for admission as full-time students may also be applying for an OISE/UT Graduate Assistantship (see page 211). The deadline for submission of the Graduate Assistantship application form is January 15.

If OISE/UT is unable to provide financial assistance to international applicants, they must submit evidence of ability to fund their studies here before an acceptance letter will be issued.

4. Deadlines

Application forms for all degree programs must be submitted not later than January 15, 1998, for registration in the 1998/1999 Winter Session, which starts in September, 1998. While applications will be received and accepted after this date, no guarantee can be given that they will be considered for admission nor can we guarantee admission to preferred degree programs or courses. Some students may wish, or may be expected, to begin their studies in the 1998 Summer Session. At the time of acceptance, those applicants who had indicated on their application form that they wished to begin in the summer, will be sent Summer Session information.

NOTE: The deadline for application for the 1999/2000 Winter Session will be January 15, 1999.

5. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

6. Admission Decisions

Applications for admission are considered by the respective OISE/UT departments, and their recommendations for acceptance must then be approved by the OISE/UT Registrar's Office and, where necessary, the School of Graduate Studies. **Notification of acceptance by individual OISE/UT departments is not official.** Note also that the offer of acceptance is valid only for the commencement date indicated in the letter of acceptance. Normally applicants can expect a decision regarding their admissibility during the latter part of April.

7. Deferral of Admission

Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and must compete with all other applicants for the later session.

In exceptional circumstances a department may recommend deferral of admission for a twelve-month period following the date of initial acceptance. Requests for deferral must be initiated by the applicant through the OISE/UT Registrar's Office, Graduate Studies Admissions Unit by September 30 of the year of acceptance.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. Documents of applicants who have not previously registered at OISE/UT will be kept on file for two years only and are not returnable.

SPECIAL STUDENT APPLICANTS

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally Special Students.

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Note: Students accepted to a doctoral program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. Applicants interested in taking courses full-time as Special Students should follow the application procedures for degree applicants. See the section Minimum Admission, Program and Degree Requirements, pages 23 - 31.

Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students. Applicants interested in taking courses as Special Students on a part-time basis should request the appropriate form from the OISE/UT Registrar's Office, Graduate Studies Admissions Unit. When these forms are submitted they should be accompanied by a statement indicating why part-time Special Student status is requested. Those accepted with less than mid-B standing cannot apply for admission to a degree program at a later date.

On the following pages is information about graduate studies offered by OISE/UT's five departments - their programs, specializations, research foci, faculty and courses. Applicants and students may wish to consult the individual OISE/UT department regarding faculty who may be on sabbatical leave during the coming academic year.

Since this Bulletin is published several months prior to the beginning of the academic year, the exact scheduling of courses cannot be determined. Students should consult the most up-to-date schedule available from the Registrar's Office, Graduate Studies Registration Unit.

COURSE NUMBERING EXPLAINED

Most courses are offered as half-courses, identified by an **H** following the course number. At the time of publication the actual term in which a course is to be offered is not known. Full courses are identified by a **Y** after the course number.

Effective in the 1998 Summer Session, the three-letter course prefixes indicate the OISE/UT department with which they are identified. (See below.) Prior to this, OISE/UT graduate courses were prefixed with EDT.

AEC: Adult Education, Community Development and Counselling Psychology
CTL: Curriculum, Teaching and Learning
HDP: Human Development and Applied Psychology
SES: Sociology and Equity Studies in Education
TPS: Theory and Policy Studies in Education

Students should note the exceptions, e.g., **MTE** and **MTT** in the M.A.(T.) program in the Department of Curriculum, Teaching and Learning.

Joint courses are indicated by a **J** as the first letter in the three-letter prefix.

Course Number Series. Students should refer to departmental listings for information on Masters' and Doctoral course number series - eg., in the Curriculum Program, CTL1000 series refers to Masters' level courses; CTL1800 to 1890 series refers to Doctoral level courses, etc.

COURSE DEADLINES, PREREQUISITES, LIMITS

Students should note the deadline for pre-enrolment in courses (see Sessional Dates and Deadlines, pages 12 - 17), at which time an OISE/UT schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

FULL-TIME/PART-TIME COURSE LOAD

Six half-courses ordinarily constitute a full-time program in the Winter Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in the Summer Session. Each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 12 - 17.) Further, students are required to have frequent consultations, in person, with the faculty member giving the course and therefore they must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

SPECIAL TOPICS COURSES

Each department also offers a number of Special Topics courses in specific areas not already covered in the regular course offerings.

ADULT EDUCATION, COMMUNITY DEVELOPMENT, AND COUNSELLING PSYCHOLOGY (AECDCP)

The Department of Adult Education, Community Development, and Counselling Psychology provides M.Ed., M.A. and Ed.D. degrees in the following two Ontario Council of Graduate Studies approved programs. The Department also offers a Ph.D. program in Adult Education and Community Development.

- Adult Education and Community Development
- Counselling Psychology

Within each of the programs there are further possibilities of specialization. In addition the Department is responsible for the adult education provisions in the preservice teacher education program. A Certificate in Adult Education is available for those whose academic preparation makes them ineligible for graduate programs. The Counselling Psychology Program offers a course of study leading to eligibility for registration as a Psychologist or Psychological Associate in the Province of Ontario in addition to other specializations. Specific information relevant to each program is presented on the following pages.

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

GENERAL INFORMATION

•For information about application procedures and forms, contact:
The Registrar's Office
Graduate Studies Admissions Unit
(416) 923-6641 ext. 2663/2664
e-mail: gradstudy@oise.utoronto.ca

•For information about registration, contact:
Christine Fung, Liaison Officer
Registrar's Office
Graduate Studies Registration Unit
(416) 923-6641 ext. 2665
e-mail: christine_fung@tednet.oise.utoronto.ca

ACADEMIC INFORMATION

•**Adult Education and Community Development Program**
-Community, International and Transformative Learning
Angela R. Miles (416) 923-6641 ext. 2344)
-Learning and Teaching
Ardra Cole (416) 923-6641 ext. 2497
-Workplace Learning and Change
Marilyn Laiken (416) 923-6641 ext. 2349

•**Counselling Psychology Program**
Gladys Kachkowski (416) 923-6641 ext. 2552

CHAIR OF THE DEPARTMENT

Budd L. Hall, Ph.D. (UCLA)
Professor
(adult education and global civil society; political economy of adult education; participatory research; poetry and learning in social movements)

ASSOCIATE CHAIR OF THE DEPARTMENT

Lana Stermac, Ph.D. (Toronto)
Professor
(feminist issues in violence; sexual abuse and assault; forensic psychology)

ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

FACULTY

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from Curriculum, Teaching and Learning
(values education, teaching, teacher education, school renewal)

Ardra Cole, Ed.D. (Toronto)
Associate Professor
(teacher development; teacher education; teacher education reform; qualitative research methods)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; cross-appointed from Curriculum, Teaching and Learning

Peter Gamlin, Ph.D. (Cornell)
Professor
(dynamic/interactive educational assessment for instruction; Aboriginal studies; indigenous education)

Budd Hall (see previous listing)

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal, practitioners' experienced knowledge; practice theory relations)

J. Gary Knowles, Ph.D. (Utah)
Associate Professor
(teacher development; teacher education, qualitative (especially life history and arts-based) research methods; home education; environmental education)

Marilyn Laiken, Ph.D. (Toronto)
Assistant Professor, and Program Chair, Workplace Learning and Change
(organization renewal and change; conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to Human Development and Applied Psychology
(school psychology: models of service delivery; preventive practices and dynamics of change; social-emotional relationships and depression in schools; creativity and wellness)

Angela Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; education and social movements; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

Shahrzad Mojab, Ph.D. (Illinois)
Assistant Professor
(Equity and diversity in the workplace; anti-racism education; critical and feminist pedagogy; globalization, the state and educational policy; feminism and nationalism; and comparative and international women's education)

Edmund V. O'Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed to Curriculum
(global ecological education; critical pedagogy, holistic education, and community development)

Jack Quarter, Ph.D. (Toronto)
Professor, Academic Secretary
(workplace, organizational and economic democracy; cooperatives; community development; unions)

Alan M. Thomas, Ph.D. (Columbia)
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labour education; learning and the law)

ASSOCIATED INSTRUCTORS

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change

Eileen Antone, Ed.D. (Toronto)
Consultant: First Nations Education and Indigenous Studies

Margaret Antrobus, Ph.D. (University of Massachusetts)
The Dame Nita Barrow Distinguished Visitor in Women and Development and Community Transformation

David J. F. Beatty, Ph.D. (Michigan State)
Consultant: organizational development

Margaret Fisher Brillinger, Ed.D. (Toronto)
Adult education and psychotherapist

Bonnie Burstow, Ph.D. (Toronto)
Consultant and feminist therapist: qualitative research; basic processes in adult learning

Jennifer Horsman, Ed.D. (Toronto)
Adult education consultant: Spiral Community Resource Group

D'arcy Martin, Ed.D. (Toronto)
Labour educator: adult education and social movements

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Chair, Centres for Learner Support, Humber College of Applied Arts and Technology

PROFESSORS EMERITI

William E. Alexander, Ph.D. (Syracuse)
Donald H. Brundage, Ed.D. (Columbia)
James A. Draper, Ph.D. (Wisconsin)
M. Dormer Ellis, Ed.D. (Toronto)
Keith McLeod, Ph.D. (Toronto)
Walter G. Pitman, M.A. (Toronto)
Allen M. Tough, Ph.D. (Chicago)

ASSOCIATE PROFESSORS EMERITI

Virginia R. Griffin, Ph.D. (Chicago)
Diana J. Ironside, M.A. (Syracuse)

COUNSELLING PSYCHOLOGY PROGRAM

FACULTY

Lana Stermac, Ph.D. (Toronto)
Professor and Associate Chair of the Department
(feminist issues in violence; sexual abuse and assault; forensic psychology)

Sabir A. Alvi, Ph.D. (Indiana)
Professor
(educational and psychological testing; vocational theory and career development)

J.R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Associate Professor and Project Director, OISE/UT Midnorthern/Northeastern Centre
(career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)

J. Roy Gillis, Ph.D. (Queen's)
Assistant Professor
(gay, lesbian and bisexual psychology especially mental health aspects of domestic violence and hate crimes; HIV/AIDS risk assessment and prevention; bullying/teasing/ violence prevention in schools; forensic psychology)

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor
(Counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education and counselling)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to Human Development and Applied Psychology
(school psychology; models of service delivery; preventive practices and dynamics of change; social-emotional relationships and depression in schools; creativity and wellness)

Niva Piran, Ph.D. (Texas)
Professor
(counselling and health promotion research; feminist counselling; women's mental health; body image development)

Margaret S. Schneider, Ph.D. (York)
Associate Professor
(community mental health; human sexuality; research methodology; feminist issues; ethics in applied psychology)

Jeanne Watson, Ph.D. (York)
Assistant Professor
(process-experiential therapy; cognitive-affective processes in the treatment of depression; psychotherapy process and outcome; the therapeutic alliance)

Otto Weininger, Ph.D. (Toronto)
Professor
(Melanie Klein and object relations theory and psychoanalysis; techniques of diagnosis and psychotherapy; attachment theory and subsequent developmental processes; play theory and research; early childhood education)

ASSOCIATED INSTRUCTORS

Rosemary A. Barnes, Ph.D. (McMaster)
Psychologist, private practice

Ray Blanchard, Ph.D. (Illinois)
Associate Professor, cross-appointed from the Department of Medical Science

Howard Cappell, Ph.D. (Columbia)
Executive Director, Ontario Mental Health Foundation

Elena Cherepanova, Ph.D. (Moscow)
Psychologist (Temp. Register);
Psychotherapist; Certified Trauma Specialist

Will Cupchik, Ph.D. (Toronto)
Psychologist, private practice

Laurie A. Gillies, Ph.D. (York)
Psychologist, Clarke Institute of Psychiatry; Assistant Professor, Department of Psychiatry, University of Toronto; Head, Interpersonal Therapy Clinic, Clarke Institute of Psychiatry

Karin R. Jasper, Ph.D. (Toronto)
Psychotherapist, private practice at College Street Women's Centre

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Lynn O. Lightfoot, Ph.D. (Waterloo)
Psychologist, private practice

Frederick Mathews, Ph.D. (Toronto)
Community Psychologist/Manager of Community Support Programs, Central Toronto Youth Services

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Nathan Pollock, Ph.D. (Toronto)
Psychologist, private practice

Marsha Rothstein, Ed.D. (Toronto)
Psychologist, private practice

Judith Silver, Ph.D. (Toronto)
Head, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Eva Szekely, Ed.D. (Toronto)
Psychologist/Coordinator of Services to Psychiatry, Centenary Health Centre, Scarborough

Brenda Toner, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Medical Science

Ronald E. Warner, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnic University

INTERNSHIP SUPERVISORS

Note: Several changes to the following can be expected in September.

Judith A. Silver, Ph.D. (Toronto)
Head, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Gale Bildfell, Ph.D. (McMaster)
Senior Psychologist, Toronto East General Hospital, Toronto

Diana R. Brecher, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnic University

Vaughan Church, Ph.D. (Emory)
Senior Psychologist, Queen Street Mental Health Centre, Toronto

Laurie Gillies, Ph.D. (York)
Psychologist, Clarke Institute of Psychiatry, Toronto

Gregory Hamovitch, Psy.D. (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University, Toronto

Charles Marino, Ph.D. (Edinburg)
Associate Professor, Atkinson Counselling Centre, York University, Toronto

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham
Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto

Debbie Nifakis, Ed.D. (Toronto)
Psychologist, McMaster University Counselling and Career Services, Hamilton

David Nussbaum, Ph.D. (Waterloo)
Senior Psychologist, Clarke Institute of Psychiatry, Toronto

Helen Radovanovic, Ph.D. (York)
Staff Psychologist, Family Court Clinic, Clarke Institute of Psychiatry, Toronto

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Jaan Reitav, Ph.D. (York)
Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child and Family Clinic, Scarborough General Hospital, Scarborough

Lynn Stewart, Ph.D. (York)
Psychologist, Correctional Service of Canada

Henry J. Svec, Ph.D. (Michigan State)
Psychologist, Private Practice, London

Larry Tuff, Ph.D. (McMaster)
Director of Training, Clinical Psychology Intern Program, Chedoke-McMaster Hospital, Hamilton

James Worling, Ph.D. (Toronto)
Psychologist, Thistletown Regional Centre, Toronto

Percy Wright, Ph.D. (York)
Staff Psychologist, Clarke Institute of Psychiatry, Toronto

PROFESSORS EMERITI
David S. Abbey, Ph.D. (Toronto)
Clifford M. Christensen, Ph.D. (Minnesota)
Morris N. Eagle, Ph.D. (New York)
Ellen M. Regan, Ed.D. (State University of New York at Albany)
John C. Weiser, Ed.D. (Missouri)
Jeri D. Wine, Ph.D. (Waterloo)
Aaron Wolfgang, Ph.D. (Oklahoma)

ASSOCIATE PROFESSORS EMERITI
Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Larry E. Pass, Ph.D. (Alberta)

ADULT EDUCATION AND COMMUNITY DEVELOPMENT

ADMISSION

Admissions procedures are described in the Application Procedures section, pages 32 - 35.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission, Program and Degree Requirements section, pages 23 - 31. Consequently, a number of qualified applicants are disappointed. In some cases the committee may suggest re-application for a later year.

The program requires that the résumé submitted along with the application form provide clear and complete information about the applicant's past experience in adult or related aspects of education - at minimum one year. Applicants must also submit a letter of intent which states their scholarly interests and how these will enhance their contribution to the field and to their future career goals.

Doctoral applicants who have not completed an M.A. thesis are required to submit a Qualifying Research Paper (QRP) at the time of application in January.

Students may include in their program, courses offered by other OISE/UT and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office, Graduate Studies Registration Unit, students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE/UT courses.

DEGREE PROGRAMS

Master of Education

Admission to the Master of Education program normally requires mid-B standing in the final year of a four-year University of Toronto undergraduate degree, or its equivalent, in a relevant discipline or professional program.

The M.Ed. is a non-thesis degree which can be taken on either a full- or part-time basis. The program normally consists of ten half-courses usually at the 1000 level. At least half of the courses should be from the Adult Education program. Students are expected to take course AEC1100, the Introduction to Adult Education, and where applicable, an introductory course within their specialization. In addition to the course work, all students must complete a comprehensive requirement from one of the following options:

a) a comprehensive examination
b) an integrative paper
c) a research literature review
d) a field-based exploratory project.

Greater detail on these options is available from the department's comprehensive policy.

M.Ed. students wishing to use their comprehensive work to contribute to a Qualifying Research Paper (QRP) for doctoral studies should, in consultation with a faculty member, work on either comprehensive option 'c' or 'd'. In addition, such students should have exposure to both qualitative and quantitative approaches to research.

NOTE: Students should be aware that they must be registered during the term in which the comprehensive requirement is completed and pay the designated fee. (See Continuity of Registration, page 21.)

Master of Arts

Admission to the Master of Arts program normally requires mid-B standing in the final year of a four-year University of Toronto undergraduate degree, or its equivalent, in a relevant discipline or professional program.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, although additional courses may be required of some students. The courses usually would be at the 1000 level, and include at least four half-courses from the Adult Education program. Students are expected to take course AEC1100, the Introduction to Adult Education, and where applicable, an introductory course within their specialization. During their program, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

For admission information, see the Minimum Admission, Program and Degree Requirements section , pages 23 - 31.)

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education and who are preparing themselves for further leadership in the field. Those who have not written a thesis as part of their master's program must submit a Qualifying Research Paper (QRP) with their application (see the QRP guidelines).

The Ed. D. can be taken either on a full- or part-time basis, but there is a minimum of one year of full-time study. Incoming students normally would take eight half-courses, including a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, and it is recommended that the course AEC3102 (the dissertation seminar) would normally be taken at the beginning of the program. All Ed. D. students are expected to take at least one specialized methods course, complete a comprehensive requirement and write a thesis.

Doctor of Philosophy

For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 23 - 31.

The Ph.D. program is designed to provide opportunities for advanced study in the theoretical foundations of education as in the application of such knowledge to educational practice. The Ph.D. is a full-time degree. Incoming students would begin as a cohort and would take six half-courses, including a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, including course AEC3102 (the doctoral thesis seminar) which would normally be taken in the first semester of the program by the entire cohort. The entire cohort would also take an advanced research seminar in the second semester of the program and at least one specialized methods course. In addition, all Ph.D. students are expected to complete a comprehensive requirement and a thesis.

Preservice Teacher Education Program

OISE/UT offers a Bachelor of Education degree with teaching supported by all departments. Faculty members in the Adult Education and Community Development program participate in this degree as well.

AREAS OF SPECIALIZATION

The Adult Education and Community Development Program is organized into three broad areas of specialization, described below.

Areas of specialization are available at the certificate, master's and doctoral levels. The department provides a place to study and to contribute to theory, practice, and policy concerning formal and informal individual and collective adult learning and teaching in small groups, schools, organizations, communities, social groups, and social movements within local, national and international contexts.

•Community, International and Transformative Learning

Faculty and students in the Community and International Transformative Learning specialization share a concern for education, collective action, social justice and planetary survival. They understand learning and teaching to be a complex, multifaceted social, economic, political, cultural and spiritual endeavour. They come from Canada and abroad and bring varied backgrounds in feminist, ecological, anti-colonial, anti-racist, marxist/socialist, indigenous, popular, and holistic education, liberation theology, community organizing, and community development (for example) to a rich dialogical learning experience informed by critical analyses and transformative visions.

Transformative learning and education emphasizes the local and the global/planetary aspects of all these educations and recognizes the links between the varied issues they focus on and between the various regions of the world. The specialization offers an environment where students of diverse backgrounds, experiences and perspectives and varying levels of expertise can challenge and support each other to broaden and deepen their approaches as they undertake research and contribute to knowledge in particular areas at either the master's or doctoral level on a part-time or full-time basis.

Knowledge and learning/teaching outside the academy are honoured and emphasis is placed on building strong, mutually beneficial connections with diverse individuals, groups and communities in Canada and abroad engaged in creating and disseminating this knowledge.

•Learning and Teaching
The Learning and Teaching Specialization is concerned with adult learning and teaching within and outside institutional contexts. The Specialization is concerned with school renewal and the learning and teaching of educators who work in diverse informal and formal educational settings. The Specialization attracts those who are interested in issues of teaching and learning in a wide range of informal, community, school, college, university, health care, and other organizational settings including teachers, consultants, administrators and other school professionals. The principles of adult learning and teaching are central to the perspectives and pedagogies of the faculty. The Specialization also is defined by: an inquiry orientation; site- and experience-based work; practitioners as researchers; multiple forms of inquiry; mutuality in relationships; equity and diversity approaches and issues; lifelong learning; and preservice-inservice links.

•Workplace Learning and Change
The Workplace Learning and Change specialization has two complementary themes: first, a transformative analysis of the workplace and, second, an examination of alternative approaches to workplace design. The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some issues to be considered are: the meaning of work in the modern world; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive, and respectful work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production.

This focus subsumes a broad interpretation of the workplace. It includes differing locations for work, such as the home and community, and non-formal as well as formal workplace arrangements. The analysis of learning is done from the perspective of the individual, the group and the system.

Applications are invited both from persons not currently in the labour force but with an interest in the study of workplace change, and from practitioners who are involved in the process of organizational learning and change in such areas as adult education, human resource development, organizational consultation, equity leadership and industrial relations. Practitioners may be from all sectors of the economy (private, government, non-profit, cooperative) as well as from labour unions in those sectors. Students can be either part-time or full-time.

INTERDEPARTMENTAL SPECIALIZATIONS

Aboriginal Education (pending approval)
This specialization will support interests in Aboriginal Learning and Teaching in a collaboration with the Sociology and Equity Studies and Curriculum, Teaching and Learning Departments. The Indigenous Education Network (IEN) is the OISE/UT-wide forum for students and faculty to share common interests. The IEN office and the Aboriginal student caucus offices are located in this department.

For further information, contact:
Dr. George Burns, Head
Midnorthern/Northeastern Centre
Sudbury, Ontario P3C 3E9
Telephone: (705) 674-8442
FAX: (705) 671-1582
e-mail: gburns@oise.utoronto.ca

The Adult Education and Community Development program also supports involvement in OISE/UT-wide interdepartmental specializations in the fields of Feminist Studies and Transformative Learning Studies. Transformative Learning Studies is also part of the Collaborative Graduate Degree Program in Comparative, International and Development Education (See pages 190 - 191).

COLLABORATIVE GRADUATE DEGREE PROGRAMS

•Comparative, International and Development Education

Applicants interested in this Collaborative Program should communicate directly with Joseph P. Farrell, Head, Comparative, International, and Development Education Centre (See pages 190 - 191).

•Master of Education in Environmental Studies.

OISE/UT offers in cooperation with the Institute for Environmental Studies at the University of Toronto a Collaborative Master's Degree in Environmental Studies. This program is carried within OISE/UT jointly through the Department of Adult Education, Community Development, and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education. Interested applicants should apply through the Community, International and Transformative Learning specialization. For details on the program, please see page 189. Prof. Ed O'Sullivan is the contact person in the department.

CERTIFICATE AND DIPLOMA PROGRAMS

•Certificate in Adult Education

The Certificate Program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in this department.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate Program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid. (See Fees section, pages 208 - 210.)

Inquiries are to be directed to the Program Chairs in the areas of specialization which are of the most interest. Application forms can be obtained by contacting the department.

•Diploma in Adult Training and Development

This Diploma Program is designed for trainers, facilitators, leaders and managers who want to train or facilitate the learning of others. The program consists of five modules listed below, and a practicum.

- Understanding the Adult Learner
- Needs Assessment and Evaluation
- Instructional Design and Evaluation
- Presentation Design and Delivery
- Facilitation Skills

The Diploma in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program to complete their Practicum Report.

Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program for 1997/98 was $3,085. Modules may be taken individually.

For more information and/or to register, contact:

Maria Fryman, Coordinator or
Bill Alexander, Director
Phone: (416) 923-6641 ext. 2558.
FAX: (416) 926-4709
http://www.oise.utoronto.ca/training/

COUNSELLING PSYCHOLOGY PROGRAM

The Counselling Program offers three areas of specialization:

- Counselling Psychology for Psychology Specialists (M.Ed., Ed.D.)
- Counselling Psychology for Community Settings (M.Ed., Ed.D.)
- Guidance and Counselling (M.Ed.)

Applicants should consider each in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each specialization are provided on the following pages.

Details on the specific program and degree requirements for each specialization are contained in a brochure called **Guidelines for Programs in the Department of Adult Education, Community Development, and Counselling Psychology** published each January and provided to newly admitted students at the time the offer of admission is made.

The Counselling Psychology program normally begins in either the summer or the fall term.

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some programs in this department will have specific requirements relative to the nature and length of the program. These will be found with the description of the programs which follows. Applicants should always consult the Minimum Admission, Program and Degree Requirements section, pages 23 - 31, as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Counselling Psychology.
Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program.

Normally, students apply only to one specialization within the Counselling Psychology program and this should be indicated in their letter of intent. An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Registrar's Office, Graduate Studies Admissions Unit, or the department to ensure that their file is complete.

COUNSELLING AND PSYCHOEDUCATIONAL CLINIC

Director: Judith A. Silver
The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational Test Library.

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following programs are designed to meet the academic requirements for registration by the College:

- M.Ed. Counselling Psychology for Psychology Specialists
- Ed.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.Ed. program is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ed.D. program is an M.Ed. or M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:

The Registrar
College of Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1S5

The Department of Adult Education, Community Development and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COUNSELLING PSYCHOLOGY SPECIALIZATIONS

•COUNSELLING PSYCHOLOGY FOR PSYCHOLOGY SPECIALISTS

Master of Education
The M.Ed. program is designed for applicants interested in working in careers in psychological services and meets the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ed.D. in Counselling Psychology for Psychology Specialists program. This is designed to meet the academic requirements for registration as a psychologist with the College of Psychologists of Ontario.

(See the Ed.D. program on the following pages.) Note, however, that admission to the M.Ed. program does not guarantee admission to the Ed.D. program.

Admission Requirements
Admission is limited to applicants who have a University of Toronto four-year bachelor's degree in psychology or its equivalent (defined as six full courses in psychology, including one half-course in research methods and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto A- or better.

Program of Study
The M.Ed. program in Counselling Psychology for Psychology Specialists consists of eight half-courses and a master's research project (MRP). The MRP is supervised by a faculty member. Students will plan their program according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Every program will include courses in counselling theory, practice, assessment, ethics, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling).

Full-time on-campus study is required from September to April, which represents the Winter Session; however, students may begin their program in the preceding summer. Normally, three half-courses are taken in each of the Fall and Spring terms and a maximum of two in the Summer. Typically, the program is completed in four terms.

Doctor of Education
The principal emphasis in this program is on the development of advanced level counselling and assessment skills. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements
The Ed.D. program in Counselling Psychology requires the following:

(see next page)

a) A University of Toronto four-year bachelor's degree in psychology or its equivalent (defined as six full courses in psychology, including one half-course in research methods and at least three full-course equivalents at the third- and fourth-year level) completed with standing equivalent to a University of Toronto A- or better.

b) Normally, a University of Toronto M.Ed. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto A- or better. Students with a four-year bachelor's degree in psychology who began the M.Ed. for Community Settings program (formerly the M.Ed. (A) program) prior to the 1995 Summer Session may also be eligible to apply for admission.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigourous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Program of Study

Students will plan individual programs according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Progress in the program will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues.

Normally, eight half-courses will be required. The program must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2000 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice or counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- the biological bases of behaviour,
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences.

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues

•COUNSELLING PSYCHOLOGY FOR COMMUNITY SETTINGS

Master of Education

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements

a) a three-year University of Toronto bachelor's degree in any area (including Psychology) or its equivalent, or a four-year University of Toronto bachelor's degree (from areas other than psychology) or its equivalent, completed with standing equivalent to a University of Toronto B+ or better.

b) at least one year of relevant experience.

Program of Study

The M.Ed. Program in Counselling Psychology for Community Settings requires ten half-courses plus a comprehensive examination. Individual programs will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. The five half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling).

In addition, it is highly recommended that students select an appropriate course in research methodology in consultation with their advisor.

Note: Applicants with a four-year bachelor's degree in psychology cannot apply for this program. They can apply only to the M.Ed. program in Counselling Psychology for Psychology Specialists.

Doctor of Education

Counsellor training in this program emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational setting. Consult the department guidelines about specific course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education programs found in the Minimum Admission, Program and Degree Requirements section, pages 23 - 31, the Program in Counselling Psychology requires the following:

a) a University of Toronto three-year bachelor's degree in any area (including Psychology) or its equivalent, or four-year bachelor's degree (from areas other that Psychology) or its equivalent.
b) the applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology for Community Settings or in Guidance and Counselling from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto B+ or better.
c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct

a study or project, and to report the findings or results, all in a rigourous manner. This constitutes a Qualifying Research Paper.

Program of Study

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

•GUIDANCE AND COUNSELLING

Master of Education

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information may be obtained from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: (416) 961-8800
1-888-534-2222
FAX: (416) 961-8822
e-mail: info@oct.on.ca
Internet: www.oct.on.ca

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology for Community Settings.

Admission Requirements

a) a three- or four-year University of Toronto Bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto mid-B or better;
b) teacher certification;
c) at least one year of teaching experience.

In addition to the above, admission to this program ordinarily requires the following background:

a) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level;

OR

b) satisfactory completion of a program of qualifying work at OISE/UT. This program will ordinarily include a half-course in child and adolescent development (AEC1201) and one additional half-course in Counselling Psychology;

OR

c) the Ontario Specialist Certificate in Guidance.

Program of Study

Candidates may pursue this program on a full- or part-time basis. The M.Ed. requirements for this degree are ten half-courses plus a comprehensive examination.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Counselling Psychology every program must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

COURSES

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year.

ADULT EDUCATION AND COMMUNITY DEVELOPMENT

AEC1100H Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in AEC1100H during the first term of their program.
B.L. Hall, or staff

AEC1101H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

AEC1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and co-operative approaches.
J. Quarter

AEC1103H Methods of Inquiry in Adult Education

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."
J.G. Knowles, or staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1106H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
W.E. Alexander, M. Laiken, or staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams predominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development within the classroom group, as well as to members' specific work contexts.

M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?

Staff

AEC1114H Comparative Studies in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.

Staff

AEC1116H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.

C.M. Beck

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.

Staff

AEC1118H Group Problem-Solving in Adult Education

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS) a semi-structured problem-solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (Psychosynthesis), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.

W.E. Alexander, or staff

AEC1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.

Staff

AEC1122H Practicum in Adult Education (Pass/Fail)

This independent or group course provides an opportunity, in a field setting, to enhance professional skills, knowledge, and sensitivities from inquiry into professional practice, or

practice itself, and reflection on those processes. Students design their own practicum projects with the help of faculty, field supervisors, and other students. A regular seminar provides opportunities for support, feedback and reflection, processes which honour the experiential and inquiry learning possibilities of the practicum.
Staff

AEC1125H Adult Basic Education
An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
Staff

AEC1130H A Participant-Directed Seminar: Learning in Organizations
This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.
M. Laiken or staff

AEC1131H Special Topics in Adult Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC1133H Introduction to Qualitative Research in Adult Education
This course is concerned with approaches to research that gather information through participant observation, conversational interviews, and the collection of documents or artifactual materials. The course provides students with an opportunity to conceptualize and conduct a mini research project drawing on various strategies of qualitative research. Particular attention will be placed on the representation of human experience and the forms of presentation associated with formal research processes. Conversational interviews, readings and small group and whole class discussions, and peer and faculty consultations will guide students' learning.
J.G. Knowles, or staff

AEC1135H Practicum in Organization Development (Pass/Fail)
This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department. Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, or staff

AEC1137H Evaluation of Adult Education Programs
This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how should an evaluation be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
Staff

AEC1138H Social Foundations of Adult Learning
A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A.M. Thomas, or staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development
This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of methods including: readings, audio-tapes, guest speakers and group discussion provide a broad overview of the evolution of Organization Development from early management theory to current practices in the field and offer an opportunity to evolve one's own perspective as a practising or aspiring organization consultant. The course provides a good introduction for those new to the field.
M. Laiken, or staff

AEC1143H Introduction to Feminist Perspectives on Society and Education
This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.
A.R. Miles, or staff

AEC1145H Participatory Research in the Community and the Workplace
A course concerned with the theory and practice of participatory research as it has particularly been developed in adult education settings in both the community and the workplace. The course focuses on theory drawn from North American, Third World, and feminist work and from case studies in a variety of settings, and it emphasizes the collaborative production of knowledge in real-life settings.
B.L. Hall

AEC1146H Women, Globalization and Citizenship
This course will focus on the impact of globalization on women and citizenship. It will study current feminist approaches to the study of nationalism, multiculturalism, and identity. We will engage in a critical analysis of contemporary problems of gender and citizenship. Specifically, we will examine the link between globalization of socioeconomic relations and nation-states; the relationship between citizenship and nationality; and citizenship rights versus human rights. The course will offer a comparative and international perspective.
S. Mojab

AEC1148H An Introduction to Workplace, Organizational and Economic Democracy
This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.
J. Quarter

AEC1152H Individual Reading and Research in Adult Education: Master's Level
Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.
Staff

AEC1156H Power and Difference in the Workplace
This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people.
The course also will seek alternative approaches aimed at the establishment of an equitable workplace. It will examine forces which facilitate workplace change; will identify sources of resistance; and will explore avenues to address the existing inequalities in the workplace. We will examine the changing nature of work and workplace in their local, national and global contexts.
S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for the Transformative Learning focus. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E.V. O'Sullivan

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.
B.L. Hall

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.
Staff

AEC1171H Examining Treaty Rights and Aboriginal Education in the Context of Issues Raised in the Report of the Royal Commission on Aboriginal Peoples

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.
P. Gamlin, and staff

AEC1172H Contextual Assessment for Enhancing Classroom Learning

Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social-emotional functioning. Experimentation with alternative strategies to enhance motivation and learning. Prerequisite: Permission of instructor.
S. Miezitis

AEC1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.
S. Miezitis

AEC1174H Teachers as Thoughtful Practitioners
This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's role.
C. Beck

AEC1175H Teacher Learning in School Contexts
The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teacher development, and engage in a practical inquiry designed to explore the role of the school in facilitating ongoing learning and professional growth.
A. Cole

AEC1176H Teachers within Social, Political, and Cultural Contexts
This course attempts to place teachers within the broader societal context. Topics include: changes in the expectations of teachers; the impact of changes in the family and society generally; multiculturalism; gender issues; power structures in schools, school boards and the Ministry; the effect of unionization; the emerging conception of teachers as researchers; and professional education of teachers to meet the new challenges.
Staff

AEC1177H Cross-Cultural Roots of Minority Child Development: Implications for Teaching and Learning
This course considers teaching and learning in contexts where physically identifiable ethnocultural groups of learners, children and adults, reflect distinct and positive socialization practices owed to their cultures of origin. Several issues are pursued and include the following: to what extent can the development and socialization of minority children and adults be seen as continuous with their ancestral cultures? To what extent have cultural and political conditions in Canada modified developmental and socialization processes, yielding discontinuities with ancestral cultures. To what extent have the ancestral cultures changed, yielding cross-generational discontinuities in the development and socialization of immigrants from the same countries? Implications of the above for Aboriginals in Canada are also considered. A primary objective in class discussion is to show how culture of origin will impact on the teaching-learning process.
P. Gamlin

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry
The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. Using a reflexive inquiry (autobiographical) process as a tool for exploration, the course activities are directed toward explorations of relevant personal history-based experiences and their meanings, focussing especially on the place of experiences in particular (natural) ecological and environmental contexts--and the forming of subsequent sensitivities--in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.
J. G. Knowles

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)
This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. It is suggested that the course be taken at or near the beginning of the program.
J. Quarter, or staff

AEC3103H Teaching about Global and Social Issues
This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present historical from a planetary perspective that embraces post-colonial development issues, feminisms in the global

context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants. Suggested background: Courses AEC1146, AEC1160, AEC3104.
E.V. O'Sullivan

AEC3104H Political Economy of Adult Education in Global Perspectives

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.
B.L. Hall and S. Mojab

AEC3113H Theories of State, Equity, and Adult Learning

This course will offer a critical framework for analyzing the role of social movements and modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. We will examine the potential and limitations of equity initiatives in areas such as, but not limited to, education, health, social and legal services. The course will also examine alternative approaches designed to build inclusive communities.
S. Mojab

AEC3117H Learning and the Law

Continuing education systems - that is, educational systems available throughout individual lifespans - are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A.M. Thomas, or staff

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.
A.R. Miles, or staff

AEC3120H Women in Development and Community Transformation

This half course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a Southern perspective.
A.R. Miles and staff

AEC3125H Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.
A.M. Thomas, or staff

AEC3126H Education and the Global Community: Critical-Visionary Dimensions

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state

violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
E.V. O'Sullivan, or staff

AEC3131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC3134H Global Ecological Issues from a Community Educational Perspective

This course examines community development at both a global and grassroots level. The major focus is on ecological issues and their relation to the development of community with a strong emphasis on economic development and community-building. Alternative economic perspectives will be offered.
E.V. O'Sullivan

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

AEC3170H Perspectives on Qualitative Research on Learning and Teaching: Part I

Students in this course will have opportunities to explore a variety of "alternative" approaches to the study of schools and teaching, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research. Priority will be given to doctoral students enrolled in the Learning and Teaching Specialization.
A. Cole

AEC3171H Perspectives on Qualitative Research on Learning and Teaching: Part II

This course is a continuation of 3170H. In Part II the various alternative approaches to the study of schools and teaching will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research.
Prerequisite: AEC3170H
A. Cole

AEC3172H Renewal in Adult Education

This course is based on the Spirit of Renewal framework. The values in the Spirit of Renewal - (1) Equity of expertise, (2) Synergy of sharing, (3) Positive orientation, (4) Continuity, (5) Contradiction, and (6) Human potential, will serve as the basis for participants to develop their own images and qualities of these beliefs. Once these images and qualities are shared, they will serve to develop action plans in whatever form of adult education the participants are concerned.
D. Hunt

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
S. Miezitis

AEC3174H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part I

Students will collaborate in a socio-cultural investigation of learning and teaching wherein the analysis will work against the tendency toward disciplinary fragmentation and isolation. Human beings are viewed as coming into contact with, and creating their surroundings as well as themselves through the actions in which they engage. Significant learning and teaching is discussed from this perspective, primarily through the framework provided by L.S. Vygotsky. Specific applications of this

approach are described, particularly in relation to maximizing the learner's potential to learn in a collaborative and holistic learning/teaching environment.
P. Gamlin

AEC3175H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part 2

Students will collaborate on a project that will be the outgrowth of discussions in part 1 (AEC3174H). Students will be introduced to, and apply the techniques of dynamic instruction that foster strategic/intentional learning. Dynamic instruction has as a primary emphasis a focus on cognitive modifiability. In this connection, the role of mediated action, leading activities, and the methods of reciprocal teaching are considered. Part 1 is a prerequisite for the course.
P. Gamlin

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/ practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178. Permission of instructor is required.
J. G. Knowles

NOTE: The following courses may be taken for credit in the Adult Education and Community Development program. For descriptions, see the relevant department course listings.

AEC1266H	Career Counselling and Development: Transition from School to Work
AEC1275H	Special Topics in Counselling Psychology: Youth at Risk: Special Challenges for Counsellors and Educators
AEC3233H	Research Seminar in Career Development
CTL1308H	Education and Cosmology
CTL1303H	Global Education: Theory and Practice
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
SES1921Y	Principles of Anti-Racism Education
SES1953H	Teaching Conflict and Conflict Resolution: Politics and Practice
SES2942H	Education and Work
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES3951H	Political Economy, Canadian Culture and Education

COUNSELLING PSYCHOLOGY

AEC1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventive and remedial phases of mental health are examined.
R. Volpe and Staff

AEC1202H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change.
Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrolment in this course.
Staff

AEC1203Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Note: Practicum plus class work during the Summer Session takes five full days per week.
Note: All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, and staff

AEC1205H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity

This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.
J. R. Gillis

AEC1208H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

AEC1212H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of instructor.
Staff

AEC1214H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighborhoods to

videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of instructor.
Staff

AEC1219H Ethical Issues in Professional Practice in Psychology
This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation. Open to Counselling Psychology students only.
M.S. Schneider and staff

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling
This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

AEC1229H Individual and Group Psychotherapy for Counselling
Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

AEC1243H Seminar in Community Psychology and Community Development
The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
Staff

AEC1245H Brief Counselling Strategies
This course is intended to introduce students to recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focussed model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.
Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)
This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. (Only available to students who enrolled prior to July 1997.)
Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I
This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Prerequisite: Permission of the instructor.
Staff

AEC1251H Fundamental Concepts of Psychosynthesis: Part II
This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: AEC1250H.
Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
L. Stermac, and staff

AEC1254H Contemporary Issues in Human Sexuality and Sex Education

This course will survey significant social issues in human sexuality, using a variety of theoretical perspectives, with attention to race, class and gender diversity. Ways of addressing the sexual information needs of people of all ages will be addressed.
M.S. Schneider

AEC1257H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

AEC1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
Staff

AEC1262 H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
S.A. Alvi

AEC1263H Research Methods in Counselling Psychology

Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT. (Limited to students in the Counselling Program for Psychology Specialists.)
M.S. Schneider

AEC1266H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S.A. Alvi

AEC1267Y Advanced Practicum in Counselling

A continuation of AEC1203Y, designed primarily for M.Ed. students.
Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.
Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
S.A. Alvi

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

This is a course for students in the Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using guided imagery as a therapeutic tool.
Staff

AEC1275H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC1278H Cognitive Therapy

This course covers current theory, and principles of cognitive therapy in the treatment of anxiety, and depression. Special applications to grief counselling, bereavement and post-traumatic stress disorders are examined.
Staff

AEC1289H Community Mental Health

This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.
M.S. Schneider

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.
N. Piran

AEC3215H Seminar in Counselling Psychology: Part I

Specific issues of counselling and psychotherapy are examined within an integrative framework. An in depth examination of a counselling model will be included. Open to doctoral students in Counselling Psychology only.
J. Watson

AEC3216H Seminar in Counselling Psychology: Part II

This course will focus on the application of the counselling model introduced in 3215H. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.
Prerequisite: AEC3215H.
Staff

AEC3217Y Practicum in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
Open to Counselling Psychology students only.
N. Piran and J. Silver

AEC3218H Research Seminar in Counselling

A weekly seminar focussing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Open to Counselling Psychology students only.
L. Stermac

AEC3224H Individual Personality and Cognitive Assessment: Part I

This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual, achievement, personality, neuropsychological, and occupational functioning to adults. Open to Counselling Psychology students only.
J.R. Gillis, or staff

AEC3225H Individual Personality and Cognitive Assessment: Part II

This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.
Prerequisite: AEC3224H. Open to Counselling Psychology students only.
J.R. Gillis, or staff

AEC3233H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S.A. Alvi and M.A. Guttman

AEC3234Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
Staff

AEC3243H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
Staff

AEC3244H Fundamentals of Psychoanalysis: Part II

This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Balint, Fairbairn, Guntrip, Kernberg, Klein, Kohut, Mahler, Miller, Suttie, and Winnicott.
Staff

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level

Description as for AEC1252.

AEC3258H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC3266H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical,

methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

NOTE: The following courses may be taken for credit in the Counselling Psychology program. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. **Note**: This course is available only to Ed.D. students in the Counselling Psychology for Psychology Specialists program. (Available alternate years.)

CURRICULUM, TEACHING AND LEARNING (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the Department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate programs are offered by the CTL Department:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Master of Arts in Teaching (M.A.(T.))
- Measurement and Evaluation (M.Ed., M.A., Ed.D., Ph.D.)
- Second Language Education (M.Ed., M.A., Ed.D., Ph.D.)
- Teacher Development (M.Ed., M.A., Ed.D., Ph.D.)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Six internal research centres are associated with the Department, including:

- Centre for the Advancement of Measurement, Evaluation, Research and Assessment
- Comparative, International and Development Education Centre
- Centre for Franco-Ontarian Studies
- International Centre for Global Education
- Modern Language Centre
- Centre for Teacher Development.

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or through distance learning modes.

GENERAL INFORMATION

- For information about application procedures and forms, contact the Registrar's Office,
  Graduate Studies Admissions Unit,
  (416) 923-6641 ext. 2663/2664
  e-mail: gradstudy@oise.utoronto.ca

- For information about registration, contact:
  Valerie Kolesnikow, Liaison Officer, Registrar's Office, Graduate Studies Registration Unit,
  (416) 923-6641 ext. 2608,
  FAX: (416) 323-9964
  e-mail: vkolesnikow@oise.utoronto.ca

ACADEMIC INFORMATION

For academic information regarding the programs listed above, contact:

Harriet Hori, Curriculum, Teaching and Learning
Telephone: (416) 923-6641 ext. 2603
FAX: (416) 926-4744
email: Harriet_Hori@tednet.oise.utoronto.ca.

OFF-CAMPUS NFORMATION

For academic information regarding off-campus courses, contact:
Theresa Oliveira
(416) 923-6641 ext. 2747
FAX: (416) 926-4744
email: toliveira@oise.utoronto.ca.

CHAIR OF THE DEPARTMENT

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor
(applications of technology; student and program evaluation; adaptive instruction)

ASSOCIATE CHAIR, GRADUATE STUDIES

Philip Nagy, Ph.D. (Alberta)
Professor
(measurement; evaluation; data analysis)

ASSOCIATE CHAIR, PRESERVICE TEACHER EDUCATION

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor
(teacher education; program development; cooperative learning and other models of teaching/learning; alternative approaches to assessment and evaluation; educational change)

FACULTY

Johan L. Aitken, Ph.D. (Toronto)
Professor Emeritus
(teacher education and development; feminist studies; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

Andy Anderson, Ph.D. (Michigan State)
Assistant Professor
(physical and health education; learning strategies)

Mary Beattie, Ed.D. (Toronto)
Associate Professor
(teachers professional knowledge; professional development; narrative and arts-based inquiry)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed to Adult Education, Community Development and Counselling Psychology, and Theory and Policy Studies in Education
(values education; worldview education; theory of schooling; teacher development; school renewal)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(integration of multiple models of teaching to instruction; behavioural management; organizational change)

Marie-Josée Berger, Ph.D. (Ottawa)
Associate Professor; Head, OISE/UT Ottawa Valley Centre, Ottawa
(measurement and evaluation; reading and mathematics teaching; curriculum development, implementation and evaluation; minority education; gender and ethnic identity)

Kathy Bickmore, Ph.D. (Stanford)
Assistant Professor; cross-appointed to Sociology and Equity Studies in Education
(social studies/geography; conflict resolution; international/cross-cultural and comparative education; politics/social foundations of education for democracy/equity)

Deanne Bogdan, Ph.D. (Toronto)
Professor; cross-appointed from Theory & Policy Studies in Education

David Booth, M.Ed. (Durham)
Professor; Coordinator of Elementary Preservice Teacher Education Programs
(drama in education; interdisciplinary arts education; teacher education)

Barbara J. Burnaby, Ph.D. (Toronto)
Professor
(cross-cultural language and literacy; English as a second language; native education; adult basic literacy)

Linda Cameron, Ed.D. (Toronto)
Assistant Professor
(early childhood; language and literacy; children's literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'études Politiques (Paris)
Professor
(minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education; computer-assisted instruction in first and second language)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(computer applications in the curriculum; classroom implementation and teacher training issues; mathematics education; calculators and computers in the mathematics classroom; mathematics reform)

Carola Conle, Ph.D. (Toronto)
Assistant Professor
(modes of inquiry; narrative modes of expression; language education and preservice teacher education; social self-reflection)

F. Michael Connelly, Ph.D. (Chicago)
Professor; Head, Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

David J. Corson, Ph.D. (London)
Professor; cross-appointed from Theory & Policy Studies in Education

Alister Cumming, Ph.D. (Toronto)
Associate Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Department of Italian Studies

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(aesthetics of thought and artistic practice; language and the body)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor
(life history, narrative, and repertory grid research methods; personal construct theory; teacher knowledge and development; classroom studies)

Brian Durell, Ph.D. (Toronto)
Associate Professor
(utilization of technology in classrooms; technological impact of computers in schools and society)

Lorna M. Earl, Ph.D. (Western Ontario)
Associate Professor, cross-appointed to Theory & Policy Studies in Education
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

D. Mark Evans, M.A. (McMaster)
Senior Tutor
(models of teaching; social studies education; citizenship education; international education; teacher education and development)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; Head, Comparative, International, and Development Education Centre; cross-appointed to Adult Education, Community Development and Counselling Psychology
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes to heritage language learning; cultural and linguistic diversity in classrooms)

Don Fraser, M.A. (Toronto)
Professor Emeritus
(pre-service elementary education; field-based programs; mathematics education)

Normand J. Frenette, Ph.D. (Montreal)
Associate Professor
(general curriculum; cultural determinants of the curriculum; development of curriculum policy; minority education; Franco-Ontarian studies)

Antoinette Gagné, Ph.D. (Toronto)
Assistant Professor
(second language teaching and learning; program implementation; preservice teacher education; secondary school culture)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor; Program Coordinator, French Language Studies
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French-language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor; cross-appointed from Human Development and Applied Psychology

Tara Goldstein, Ph.D. (Toronto)
Assistant Professor
(anti-discriminatory education in school settings; education of immigrant/ESL students; ethnography; qualitative research methods)

Gila Hanna, Ph.D. (Toronto)
Professor
(data analysis and statistics; mathematics education)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor; Head, OISE/UT Midwestern Centre
(curriculum processes; school-based curriculum development; professional development; action research)

Birgit Harley, Ph.D. (Toronto)
Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

Suzanne E. Hidi, Ph.D. (Toronto)
Associate Professor
(research and evaluation of writing; interest and the curriculum; science education and gender differences; attention, memory, and electrophysiological measurements)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science technology)

Roger Hrubi, Dip.Prof.Fr.l'Et. (IPFE, Sorbonne)
Senior Tutor
(secondary education; modern language education)

Ian Hundey, M.A. (Windsor)
Senior Tutor; Coordinator of Secondary Preservice Teacher Education Programs
(school-university partnerships in teacher education; history and social science curriculum and instruction)

Gary Hunt, Ed.D. (USIU, San Diego)
Associate Professor; Director, Student Services
(field-based teacher education; active learning; how children learn to think)

Judy Iseke-Barnes, Ph.D. (Alberta)
Assistant Professor
(philosophic orientations to technology and research; educational computing (technology) and curriculum; mathematics education; aboriginal education issues)

Anne Jordan, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Brendan Kelly, Ed.D. (Toronto)
Professor
(mathematics education; applications of technology to mathematics instruction; curriculum design in mathematics; evaluation procedures and techniques)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Mary Kooy, Ph.D. (Simon Fraser)
Assistant Professor
(secondary English education; response to literature; oral and written discourse; teacher education)

Clare Kosnik, Ph.D. (Toronto)
Assistant Professor
(teacher as researcher; language arts; values in education; preservice teacher education)

Natalie Kuzmich, M.A. (Toronto)
Professor Emeritus
(secondary education; music education)

Normand Labrie, Ph.D. (Laval)
Associate Professor; Head, Centre for Franco-Ontarian Studies (CFOS/CREFO)
(minority language issues; psycho- and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor; Head, Centre for the Advancement of Measurement, Evaluation, Research, & Assessment CAMERA (on sabbatical January 1999 to June 1999)
(applied measurement; program evaluation; classroom assessment)

Sharon Lapkin, Ph.D. (Toronto)
Professor
(French as a second language research; bilingual education; second-language writing)

Robert K. Logan, Ph.D. (Massachusetts Institute of Technology)
Associate Professor; cross-appointed from the Department of Physics

Charles Lundy, B.A. (SGW)
Senior Tutor
(secondary education; dramatic arts education)

Douglas E. McDougall, Ed.D. (Toronto)
Assistant Professor
(mathematics education; applications of technology to teaching and learning; computer applications in the curriculum; computer-supported qualitative analysis; teacher education)

Leslie D. McLean, Ph.D. (Wisconsin)
Professor Emeritus
(data analysis; evaluation; assessment of achievement)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor; Head, OISE/UT Niagara Centre
(curriculum orientations; holistic education; values education; global education)

Robert Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data (dual scaling))

Edmund V. O'Sullivan, Ph.D. (Syracuse)
Professor; cross-appointed from Adult Education, Community Development and Counselling Psychology

Erminia Pedretti, Ph.D. (Toronto)
Assistant Professor
(science education; science-technology-society education; technology-enhanced science instruction; action research; teacher development)

Graham Pike, Ph.D. (London)
Assistant Professor; Co-Head, International Institute for Global Education
(global education; human rights education; humane education; environmental education)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE/UT Trent Valley Centre
(curriculum development; school change; program evaluation)

H. Howard Russell, Ed.D. (Toronto)
Professor Emeritus
(evaluation and curriculum; classroom studies)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor; Co-Head, International Institute for Global Education
(global education; human rights education; humane education; environmental education)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; Field Centre Division Head; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Ronald Silvers, Ph.D. (Princeton)
Professor
(visual arts and media; interpretive concepts and methodology; postmodern thought)

Roger I. Simon, Ph.D. (Yale)
Professor
(education and cultural studies; formation of historical memory; witnessing in literature, art, and oral testimony; implications of popular culture for curriculum and teaching)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor; Northwestern Centre; cross-appointed to Theory & Policy Studies in Education
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Keith E. Stanovich, Ph.D. (Michigan)
Professor; cross-appointed from Human Development and Applied Psychology

Paula Stanovich, Ph.D. (Toronto)
Assistant Professor
(special education and inclusion; adaptive instruction; effective teaching; teacher beliefs; preservice teacher education; elementary language arts)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor
(visual arts; aboriginal issues and arts; educational change; social context of education; strategies in preservice education; anthropology)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research)

Dennis Thiessen, Ph.D. (Sussex)
Professor, cross-appointed from Theory & Policy Studies in Education

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Joel Weiss, Ph.D. (Chicago)
Associate Professor
(program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor
(interdisciplinary arts education; holistic arts therapies; arts teacher education, specifically in elementary/early childhood, multicultural, gifted, and special education)

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed to Adult Education, Community Development and Counselling Psychology
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

Elgin Wolfe, M.Ed. (Toronto)
Professor Emeritus
(science education; student evaluation; alternate conceptions; problem solving strategies; teaching/learning strategies; module development; science and technology related to sports; student evaluation)

Richard G. Wolfe, B.A. (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)
Assistant Professor, cross-appointed from Human Development and Applied Psychology

PROFESSORS EMERITI:
Arnold Bowers, M.Ed. (Queen's)
John A. Eisenberg, A.M. (Pennsylvania)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B. Com. (Queen's)
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Floyd G. Robinson, Ph.D. (Alberta)

CURRICULUM PROGRAM

The Curriculum program of study leads to M.Ed., M.A., Ed.D., and Ph.D. degrees. The program is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Admission Requirements

Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B, students normally need a higher academic standing to compete effectively with the large number of applicants to be considered each year. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted.

All applicants must submit:

a) A Statement of Purpose, in duplicate, which is a carefully prepared short essay telling the admissions committee why the applicant wishes to undertake a graduate program in curriculum. Refer to the applicable degree for specified issues that should be addressed. The Statement is an essential part of every application; an applicant who omits it will not be considered for admission;

b) Two letters of reference:
Master's Candidates: where possible, one reference should be from a university professor who knows the applicant's current scholarship and/or professional work;
Doctoral Candidates: where possible both references should be from university professors who know the applicant's current scholarship and/or professional work.

DEGREES IN THE CURRICULUM PROGRAM

1. Master of Education

The M.Ed. within the Curriculum Program is pursued under Option II (eight half-courses plus a research project). Applicants should refer to the Minimum Admission, Program and Degree Requirements (pages 23 - 31). Ordinarily, students who enter this program will have a minimum of one year of professional experience.

In the Statement of Purpose, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write.

2. Master of Arts

Admission to the Master of Arts within the Curriculum Program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program. The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants.

The program may be undertaken on a full- or part-time basis. Ordinarily, students who enter this program will have a minimum of one year of professional experience. (See the Minimum Admission, Program and Degree Requirements section for other admission and program requirements, pages 23 - 31.)

In the Statement of Purpose, applicants should relate the reasons they wish to undertake a research-oriented program in curriculum. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write.

3. Doctor of Education

The Ed.D. within in the Curriculum Program is intended for established practitioners in positions which involve responsibility for curriculum design and implementation, including professional development of both preservice and inservice teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 23 - 31.)

In addition to the minimum admission requirements, students who enter this program will ordinarily have a minimum of three years of professional experience in education.

In the Statement of Purpose, applicants should state the reasons they wish to undertake a professional doctoral program in curriculum. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be briefly described.

4. Doctor of Philosophy

The Ph.D. within the Curriculum Program is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience. (See the Minimum Admission, Program and Degree Requirements section for other admission and program requirements, pages 23 - 31.)

In the Statement of Purpose, applicants should state the reasons they wish to undertake training in scholarly inquiry. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be described.

AREAS OF SPECIALIZATION IN THE CURRICULUM PROGRAM

Seven areas of specialization, described below, are supported within the Curriculum Program. Applicants are requested to indicate an area of specialization on the Supplementary Application Form B, Item #3 because this assists in the evaluation of applications for admission and in the assignment of faculty advisors.

Applicants may specify up to two specializations but should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

1. Adaptive Instruction

Coordinator: Anne Jordan

Adaptive Instruction is an interdepartmental specialization between the Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology. It is concerned with the relationship between learning and instruction, addressing such issues as:

- reading and reading disability;
- characteristics of instruction and its adaptation to meet the diverse needs of learners in modern classrooms;
- methods for delivering programs including integration and inclusion;
- characteristics of learners, their development, and the individual differences contributed by learning difficulties.

For students registered in the Curriculum Program, courses within the CTL1400 series for master's level and within the CTL1880-1899 series for doctoral level, contribute to the count of courses taken in the student's home department. See also the overall description in the section Interdepartmental Graduate Specializations (page 192).
(A. Jordan., P. Stanovich, K. Stanovich, D. Willows)

2. Curriculum Studies
Coordinator: Normand J. Frenette
The following focus areas are available to students registered in the Curriculum Studies specialization of the Curriculum Program. Please note that these focus areas are not academic programs but clusters of courses and/or faculty linked by particular research interests. Applicants may indicate an interest in a particular focus area on their application forms; this information will assist in the assignment of an advisor.

- Curriculum Policy Studies
  This focus has as its purpose the development of critical frameworks for the examination of broader curricular issues such as: what the curriculum should contain, the relation of schools to society, the relationship between teaching and learning, and the conditions for structuring curriculum. Applications are made to differing conceptions, practices, and forms of inquiry.
  (M. Connelly, N. Frenette, J. Miller, H. Russell, R. Simon, M. Wahlstrom, J. Weiss)

- Educational Practices
  Through coursework and the M.Ed. Research Paper (MRP), this focus aims to assist students in the linking of theory and practice within their working and learning environments. Participating faculty, drawn from both the Field Centres and from central OISE/UT, have an orientation to field-based practice.
  (M.J. Berger, D. Haché, L. Hannay, J. Miller, C. Rolheiser, J. Ross, W. Seller, E. Smyth, M. Wahlstrom)

- Gender Equity in Education
  The focus is designed for educators who are interested in the professional applications of women's studies in schools.
  (J. Aitken, D. Smith)

- Language, Literacy, and Literature across the Curriculum
  This area is concerned with the role of language both as text and as process in relation to the curriculum as a whole.
  (J. Aitken, D. Booth, M. Kooy, R. Simon, G. Wells, D. Willows)

- Learning in Non-School Environments
  The focus is on learning in everyday settings, such as the home, the work-place, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest.
  (R. Morgan, R. Simon, J. Weiss)

3. Computer Applications
Coordinator: Robert S. McLean
This area of specialization includes an examination of the theories, practices, and technology of digital applications in teaching and learning. The focus is on integrating the technology in the curriculum and the development of constructivist learning environments at all levels of education. Our students work in schools, colleges, universities, health care institutions, government and workplace training. Courses within the specialization deal with learning theories, implementation issues, educational and psycho-social impacts, and technical understanding. Our students learn the appropriate criteria and design principles for the construction of quality learning environments in the context of the most recent technological advances. Currently, courses focus on the use of many digital technologies with particular strengths in Internet technologies, computer conferencing technologies, knowledge building research and strategy, and the uses of computers in the curriculum.

Faculty research interests are broad and address a variety of current issues, including: the integration of new technologies into constructivist learning environments; the use of Internet resources for support of health care; computer mediated distance education; knowledge building in intentional learning environments; the effects of different knowledge structures in computer conferencing environments. (R. Cohen, L. Davie, B. Durell, D. McDougall, R. McLean, M. Scardamalia, R. Wolfe)

4. Holistic and Aesthetic Education

Coordinator: Jack Miller

Holistic and aesthetic education recognizes the interconnectedness of body, mind, emotions, and spirit. Learning is viewed as an experiential, organic process; making connections is seen as central to curriculum processes. An aesthetic perspective and the process of building knowledge through inquiry are seen as integral to all forms of education and life itself. Creative tools and webs of communication are explored within this context. Courses in this program focus on arts education, creativity, contemplation, imagery, literature, mathematics and technology, and experience-based approaches to language.
(M. Beattie, D. Booth, L. Cameron, R. Cohen, V. Darroch-Lozowski, J. Wilkinson, R. Silvers, S. Stiegelbauer)

5. Science, Mathematics and Technology Education

Coordinator: Derek Hodson

This area of specialization includes a wide range of teaching and research interests. Courses address a spectrum of significant issues in contemporary research and international debate concerning the purpose and practice of science, mathematics and technology education at the elementary, secondary and tertiary levels, including: constructivist pedagogy in science and mathematics; perspectives in Science-Technology-Society-Environment Education; gender issues in science and mathematics education; aspects of the history, philosophy and sociology of science, mathematics and technology, and their significance for elementary and secondary education; computer-based learning in mathematics; the nature of technology and technology education; historical perspectives on curriculum design and development in science, mathematics and technology education; assessment and evaluation strategies. Additional support in the form of quantitative and qualitative research methods courses is available for those contemplating thesis research in this area of specialization.

Faculty research interests are broad and address most major areas of study, including: multicultural and antiracist education; gender equity issues; concept acquisition and development; history, philosophy and sociology of science and science education; computer-based and multimedia learning; informal science and technology education; public understanding of science and technology; hands-on work in science and mathematics; authentic assessment; science and mathematics teacher education, action research in science, mathematics and technology education.
(R. Cohen, B. Durell, G. Hanna, D. McDougall, E. Pedretti, M. Scardamalia, E. Woodruff)

6. Social and Cultural Studies, Global Education, and Transformative Pedagogies

Coordinator: Roger Simon

Students concentrating their studies in this specialization will explore the nature of teaching and learning in response to the interdependent, polycultural, conflictual, and fast-changing character of the contemporary world. These concepts may be explored across the curriculum in elementary, secondary, college, and non-formal settings. Emphasis is given to social, cultural, and pedagogical theories as resources for the work of educational and social transformation.

Interests of students currently enrolled in this area include:

- relationships of school and non-school education to social economy, international migration, multiculturalism, indigenous education, spirituality, changing ways of life, family issues, electronic media, educational technologies, and popular culture;
- pedagogical responses that support the positive recognition of social differences such as race, class, gender, sexuality, culture, and ethnicity;
- education for peace and justice, democracy, social change, development, and environmental sustainability;
- current debates regarding the changing nature of socio-cultural literacy, history, social sciences, and arts, with particular reference to curricular practices in elementary and secondary schools;
- the relationship among the aesthetic, political, and socio-cultural forces affecting "the ethics of engagement" outside the school community, particularly in relation to literature, music, art, film, photography, television and theatre.

(K. Bickmore, D. Bogdan, J. Cummins, D. Gérin-Lajoie, T. Goldstein, D. Hodson, J. Iseke-Barnes, R. Morgan, E. O'Sullivan, D. Selby, R. Simon)

7. Comparative, International and Development Education

Coordinator: Joseph P. Farrell
An integrated set of courses for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective is available in this specialization. The interests of students and faculty involved in this specialization range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interest of faculty permit students to study comparatively both formal and non-formal educational programs, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. This specialization is also part of the **Collaborative Graduate Program in Comparative, International and Development Education,** and thus draws upon faculty and other learning resources from four of the five OISE/UT departments. (See pages 190 - 191 for further details regarding the **Collaborative Graduate Program in Comparative, International and Development Education.**) Interested students should seek further information from Joseph P. Farrell, Head, Comparative, International and Development Education Centre. (D. Wilson)

MASTER OF ARTS IN TEACHING (M.A.(T.)) PROGRAM

Program Coordinator: J.L. Aitken
Core Faculty
H. Auster
R.L.M. Brown
C. P. Diamond
J.D. Duffy
A. Healey
G.E. Henderson
C. Kanaganayakam
M.C. Kirkham
M. Kooy
D.M. McDougall
I.C. McDougall
H. Murray
J. H. Reibetanz

The Master of Arts in Teaching or M.A.(T.) program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies.

Admission Requirements

Applicants require:

a) A four-year bachelor's degree, or equivalent, in English or English and another subject from the University of Toronto or another approved university. Applicants without sufficient background in English may be required to complete one or more undergraduate courses in addition to the program requirements;

b) A mid-B standing in English courses from the University of Toronto or another approved university. Undergraduate courses in education may be given consideration;

c) One year of teaching experience or equivalent professional experience;

d) Two letters of recommendation, one from the applicants undergraduate program;

e) Recent curriculum vitae which **must** include teaching experience after graduation.

Program Requirements

Students will be required to complete:

a) one full course in the history and theory of the study of English;

b) one full course in the Graduate Department of English;

c) four half-courses from the list of Master of Arts in Teaching courses of instruction.

English Courses

Students are required to select, with approval of the Department of English, one full course or its equivalent from the courses listed under the Graduate Department of English.

MEASUREMENT AND EVALUATION PROGRAM

Program Coordinator: Ross E. Traub

Core Faculty

M.-J. Berger
G. Hanna
T. Lam
L. D. McLean
P. Nagy
S. Nishisato
M. W. Wahlstrom
R. G. Wolfe

Associated Faculty

S. Churchhill

The Measurement and Evaluation program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theory and methods. Students choose three or more optional courses, depending on their program.

For the Doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those interested in quantitative methods and theory, including psychometric and statistical theory. The Evaluation specialization is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both qualitative and quantitative methodologies.

The M.Ed. and Ed.D. programs are designed for practicing social service professionals who wish to acquire knowledge and skills in measurement and evaluation, with emphasis on applying these in research and practice. Students newly admitted to the M.Ed. degree program are required to pursue Option II (eight half-courses plus a research project/paper). (See Measurement and Evaluation Admission Requirements below, and the Minimum Admission, Program and Degree Requirements for admission and other program requirements, pages 23 - 31.)

The M.A. and Ph.D. programs emphasize more theoretical concerns of the fields of measurement and evaluation. (See Measurement and Evaluation Admission Requirements below, and the Minimum Admission, Program and Degree Requirements section for admission and program requirements, pages 23 - 31.)

Candidates entering the master's program in Measurement and Evaluation are ordinarily required to take courses CTL2006, CTL2007, CTL2008, CTL2009 and CTL2808. (Candidates with equivalent training in one or another of these courses may apply for an exemption.) Master's candidates who have not studied statistics at least to the level of course CTL2004 must take CTL2004 as an extra course.

Candidates for either doctoral degree in Measurement or Evaluation are expected to have taken courses CTL2006, CTL2007, CTL2008, CTL2009 and CTL2808 or their equivalents. Doctoral candidates lacking one or more of these courses are required to take them in addition to the regular doctoral program, which must include at least four CTL2800-level courses.

Students are expected to have ready access to the OISE/UT computers and to the Internet, to use e-mail and computer conferencing systems, and to be able to transfer files to and from OISE/UT. Access via telephone and modem is highly recommended, and students located outside the Toronto area are strongly urged to open an account with an Internet service provider in their community; the service will include help with technical details, hence some students in Toronto may wish to do the same. Computer accounts for the OISE/UT systems can be obtained from the Education Commons which also provides computers in labs for those who can come to the location and which also has a program of consultation and short courses in computing and communication.

Various courses require students to learn and sometimes acquire specialized software, most of which is available at no cost or at special discounts from OISE/UT. This includes communications and network software. Statistics packages are free on the OISE/UT computers and may be purchased or rented for personal use (call the Research Consulting Service at (416) 923-6641 ext. 2463). Consult course descriptions for details or contact the instructor.

Admission Requirements

a) The admission requirements for the M.Ed. degree program are outlined in the Minimum Admission, Program and Degree Requirements section (pages 23 - 31).

b) The usual admission requirement for the M.A. is a four-year bachelor's degree in mathematics, statistics, computer science, or a relevant social or behavioural science.

c) Students may be admitted to the Ed.D. or Ph.D. contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when the Qualifying Research Paper or master's thesis is judged to be of sufficiently high quality to warrant admission to the doctoral program. The ideal arrangement is for Ed.D. candidates to begin their program on a part-time basis.

Those applying to the Measurement and Evaluation program must also submit:

a) A Statement of Purpose, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in scholarly inquiry. The applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans. The committee reviews this Statement to determine the area of study in which the applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The Statement is an essential part of every application; an applicant who omits it will not be considered for admission;

b) Two letters of reference: where possible, one should be from a university professor who knows the applicant's current scholarship and/or professional work.

SECOND LANGUAGE EDUCATION PROGRAM

Program Coordinator and Head, Modern Language Centre: Alister Cumming

Core Faculty

P. Allen
B. Burnaby
S. Churchill
D. Corson
J. Cummins
A. Gagné
E. Geva
B. Harley
N. Labrie
S. Lapkin
M. Swain

Associated Faculty

M. Heller, Department of Sociology and Equity Studies in Education

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy.

The program offers four degrees: the M.Ed., M.A., Ph.D. and Ed.D. (The program requirements described below apply to students beginning in 1998; students previously registered in the program follow regulations describing Second Language Education as a specialization within the Curriculum Program in versions of the OISE/UT Bulletin prior to 1998.) The Second Language Education program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are in the lower level of the OISE/UT Education Commons.

Admission Requirements
For admissions, students are expected to have a three- or four-year Bachelor's degree, teacher or other professional certification, and a minimum of one year's relevant experience. See the Minimum Admission, Program and Degree Requirements section (pages 23 - 31) for information on admissions, programs, and registration. All applicants are required to submit a resume and a statement of purpose describing their reasons for wishing to do the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

For all SLE programs, students must take a minimum of four half-courses within the SLE program; other courses may be taken in other programs in the Department of Curriculum, Teaching, and Learning; other Departments at OISE/UT; or in the Departments of Linguistics or Anthropology or in language departments at the University of Toronto.

M.Ed., students follow Option II (eight half-courses plus a research project); one of the courses must be either CTL3000 or CTL3002.

The M.A. requires eight half-courses plus a thesis. Courses must include CTL3001 plus a course in research methods relevant to the topic of the thesis. For admission, students are expected to have a four-year Bachelor's degree and a minimum of one year's relevant professional experience. Enrolment in the M.A. (rather than M.Ed.) program is advisable if a person expects to pursue a doctorate in the future.

The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications) plus comprehensive examinations and a thesis. One course must be CTL3801 and another a research methods course relevant to the topic of the thesis. Two consecutive sessions (i.e., two academic years) of full-time study are required at the beginning of the program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal and form a thesis committee. Individuals pursuing the Ph.D. typically wish to be university professors in this field. For admission, students must have a Masters degree with a thesis (or meet requirements for the Qualifying Research Paper prior to beginning the program) and ordinarily a minimum of two years' relevant professional experience.

The Ed.D. involves six to eight half-courses (depending on previous experience and academic qualifications) plus comprehensive examinations and a thesis. One course must be CTL3801 and another a research methods course relevant to the topic of the thesis. The Ed.D. requires two consecutive terms (i.e., one academic year) of full-time study at some point during the program. The Ed.D. is for people who have already established a professional career in Second Language Education and wish to make aspects of their professional practice the subject of their graduate studies and thesis research. For admission, students must have a Masters degree with a thesis (or meet requirements for the Qualifying Research Paper prior to beginning the program) and two years' relevant professional experience.

TEACHER DEVELOPMENT PROGRAM

Program Coordinator and Head, Centre for Teacher Development:
F. Michael Connelly

Core Faculty
C.T. P. Diamond
G. Feuerverger
L. Hannay
B. Kilbourn
M. Kooy

Associated Faculty
J. Aitken
P. Allen
G. Wells

Teacher development as a field of educational study encompasses the development of teachers throughout their careers. The four degree programs (M.Ed., M.A., Ed.D., Ph.D.) are governed by the central idea that teaching is an act of inquiry and that teachers are inquirers and learners. The M.Ed. and Ed.D. programs are designed for practicing educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. The M.A. and Ph.D. programs are more theoretical in their orientation.

The two focus areas described below represent distinct but complementary lines of research. The program involves knowledge in both areas, which form the foundation of the field and contribute to research in teacher socialization and professionalization, policy and evaluation, and the social and political context of teacher education. Interwoven in both focus areas are issues of gender, culture, and identity, as well as the application of narrative research methodology.

1. Reflection, Inquiry, and Practice
Teacher development as a personal and social phenomenon; the relationship between knowledge and teacher development, including teacher identity, teacher learning, and teacher beliefs and practices. Through inquiring into their own and others' beliefs, histories, and practices, students learn to understand and facilitate the personal and professional development of teachers.

2. Improvement of Practice
Teacher development in the context of organizational and policy issues; the relationship between teacher development and school improvement - that is, how schools may create an organizational culture which enables teachers to improve their practices. Students will explore strategies, structures, and contexts which promote the development of schools, teachers, and students.

Admission Requirements

Applicants for admission to the Teacher Development Program should refer to the Minimum Admission, Program and Degree Requirements section (pages 23 - 31) as well as the requirements specified for the Curriculum Program (page 72). Ordinarily, students who enter any of the degree programs in the department are required to have some professional experience in education. Since the Teacher Development program focuses on teaching in general, professional experience in education can include teaching in other areas - for example, in nursing.

COURSES

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. **NOTE: Some sections of existing courses are offered via distance learning** (audio conferencing and computer conferencing) or **off-campus** in locations such as Kitchener, Peterborough, Cobourg, London, Peel and York region. Additionally, off-campus and technology-mediated courses are offered through the Educational Practices Focus (page 74). This focus is composed of core and optional courses, and requires an MRP tied to field-based experience. For further details regarding off-campus and distance learning courses, contact:

Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs
or
Elizabeth Smyth
OISE/UT Northwestern Centre
Telephone: (807) 475-8110
FAX: (807) 475-8149

or
Theresa Oliveira
CTL Academic Programs Officer.
(416) 923-6641 ext. 2747
FAX: (416) 926-4744
email: toliveira@oise.utoronto.ca.

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education. For further details, see the Études en Français Interdisciplinary Focus (page 198) or contact Diane Gérin-Lajoie, Coordinator, French Language Studies.

Courses identified with the Department of Curriculum, Teaching and Learning are:

- **Courses prefixed with the letters CTL:**

Curriculum Program
Curriculum Studies Specialization
1000 series - masters level
1800-1819 series - doctoral level

Holistic & Aesthetic Specialization
1100 series - masters level
1820-1839 series - doctoral level

Science, Mathematics & Technology Specialization
1200 series - masters level
1840-1859 series - doctoral level

Social & Cultural Studies, Global Education & Transformative Pedagogies Specialization
1300 series - masters level
1860-1879 series - doctoral level

Adaptive Instruction Specialization
1400 series - masters level
1880-1899 series - doctoral level

Comparative, International and Development Education Specialization
1500 series - masters level
1900-1919 series - doctoral level

Computer Applications Specializations
1600 series - masters level
1920-1939 series - doctoral level

Measurement & Evaluation Program
2000 series - masters level
2800 series - doctoral level

Second Language Program
3000 series - masters level
3800 series - doctoral level

Teacher Development Program
4000 series - masters level
4800 series - doctoral level

•Courses prefixed with the letters MTE or MTT, which are in the Master of Arts in Teaching (M.A.(T.)) Program

NOTE: The inclusion of a course description in the following section does not indicate that it will be offered in any particular year.

COURSES IN THE CURRICULUM PROGRAM

Curriculum Studies Specialization: Master's level

CTL1000H Foundations of Curriculum
This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
S. Churchill, F.M. Connelly, L.M. Hannay, W. Seller, J. Weiss, or staff

CTL1000H Fondements du développement des programmes scolaires
Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
N.J. Frenette ou membre de la faculté à déterminer

CTL1001H Values and Schooling
This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C.M. Beck

CTL1002H Curriculum Development for Effective Teaching
This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J.A. Ross or staff

CTL1002H Planification de la programmation pour un enseignement efficace
Ce cours presente des modeles qui permettent la mise en oeuvre des principales composantes de la programmation come: a) l'identification des resultats generaux et specifiques d'un cours ou

d'un module; b) la planification de projets a long term; c) l'elaboration d'outils d'intervention par rapport a differentes strategies. La resolution de problemes constituera un element important des composantes etudiees.
M-J. Berger

CTL1003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.
D.M. Willows

CTL1004H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D.M. Willows

CTL1005H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
C.G. Wells, D. Booth

CTL1006H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
R.J. Morgan

CTL1007H Curriculum as Text and Policy

This course examines the production and organization of official texts regulating policy as a generalized activity aimed at framing educational problems in a particular perspective which is coherent with a perception of societal expectations, as well as one which excludes other approaches as impractical if not unspeakable. As such, curriculum documents provide a resource for authorized practices and authorized means of producing curricular discourse.

The course examines, in a historical perspective, the production and organization of curriculum documents and policy statements to be used as a basis for curriculum development, implementation and evaluation considerations relating to both instructional and policy development. Examples of specific topics to be discussed: the concept and function of educational indicators, mission statements, the formulation of aims and objectives in curriculum documents, the underlying images of the student. The topics are examined from the perspective of teachers, school administrators and the research literature.
N. J. Frenette

CTL1008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff

CTL1009H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C.G. Wells

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared for the course and designed primarily for teachers in mainstream as well as ESL and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. We focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.

G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.

E. Smyth

CTL1013H Instructional Reform in Secondary Schools

Instructional changes associated with secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.

J. A. Ross

CTL1014H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.

J.A. Ross, H.H. Russell, or M.W. Wahlstrom

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.

M.W. Wahlstrom

CTL1016H Cooperative Learning Research and Practice
The theoretical foundations of cooperative learning and specific classroom applications will be investigated. The course will be of greatest relevance to teachers who are or will be experimenting with new teaching methods.
C.T.P. Diamond or J.A. Ross

CTL1017H The Search for Educational Quality and Excellence in a Global Economy: Its Impact on School and Curriculum (Computer Conferencing)
The global economy and its new technologies, public skepticism toward education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools (systems), privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum
D. Haché

CTL1017H La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale: l'impact sur l'école et le curriculum (via ordinateur)
La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éductionnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.
D. Haché

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning
Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.
B. Burnaby

Holistic & Aesthetic Specialization: Master's level

CTL1100H Holistic Arts Therapies in the Creative Curriculum
This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of instructor following a personal interview.
J.A. Wilkinson

CTL1101H Arts and Education: Practice and Theory
This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
D. Bogdan

CTL1102H Arts and Education: Planning and Implementation of Arts Programs
An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth

CTL1103H Arts, Culture, and Education
A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J.A. Wilkinson

CTL1104H Seminar: Current Issues in Play, Drama, and Arts Education
The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J. A. Wilkinson

CTL1105H Research and Inquiry in Arts Education
An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
Prerequisite: CTL1104.
J.A. Wilkinson

CTL1106H Spirituality in Education
This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1107H The Body's Ways of Knowing
This course will offer frameworks for understanding the tacit knowledge present within the human body. The work of the course will progress from the body's materiality, through its transformative and subtle energies, to its spiritual potentiality. Body's knowledge will be considered in the broad context of how we are interconnected with society and nature. The special emphasis of the course is how we can facilitate our educational and learning practices through an augmented awareness of our bodies.
V. Darroch-Lozowski

CTL1108H The Phenomenological Curriculum
This course is based on participants discovering their own processes of interpretation and taken-for-granted practices in teaching and learning. Readings and class discussion about hermeneutics and phenomenology will provide the foundation for participants to individually, and collectively, design a curriculum. Participants may design their projects for the sciences, arts, humanities, technology, or professional fields.
V. Darroch-Lozowski

CTL1109H Concepts in Holistic and Aesthetic Education
This course provides a conceptual foundation for holistic teaching and learning and for the arts (visual arts, drama, poetics and literature). It examines knowledge systems based on an integrated perspective of mind, body, and soul. It will include western, eastern, and indigenous ideas. The course is intended to offer procedures for organizing ideas and constructing analyses for educational research and development projects.
R. Silvers

CTL1110H The Holistic Curriculum
This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1111H Creative Arts Special Subject
This course examines the arts in education - drama, dance, music, visual art, and media - and provides a background for the role of the arts as a mode of learning and as a subject discipline.
D. Booth

CTL1112H Interpretive Research Methods in Holistic and Aesthetic Education
The course provides a review of interpretive research methods for studying holistic learning and teaching and for arts inquiry. A set of criteria consistent with holistic, aesthetic frameworks will be established for evaluating

various methodologies. The aim of the course is to prepare students for selecting an appropriate methodology for their research and development projects.
R. Silvers

CTL1113H Art and Play in Children's Culture
In this course we will examine the way children organize and conduct play and the way they create paintings and drawings. Attention will be directed to the social interpretations made by adults in their attempts to comprehend the actions of children when children are engaged in play and art.
R. Silvers

CTL1114H Exploring Human Understanding and Education through Visual Media
This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
R. Silvers

Science, Mathematics & Technology Specialization: Master's level

CTL1200H Science in the School Curriculum: Elementary
An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff

CTL1201H Science in the School Curriculum: Secondary
A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff

CTL1202H Mathematics in the School Curriculum: Elementary
A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff

CTL1203H Mathematics in the School Curriculum: Secondary
A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff

CTL1204H Context and Meaning in Mathematics Education: Secondary
Maths knowledge is a product of the activity, context and culture in which it is developed and used. The learning of maths can be greatly enhanced by involving students in problem-oriented, meaningful, authentic and context-rich activities. The course examines various approaches reported in the literature. Theories related to individual and social construction of knowledge, collaborative work, problem solving, project-based teaching, interaction and journal writing in the maths classroom, will be examined. Along with readings and written assignments, each student will conduct a teaching/learning (normally classroom-based) project.
Offered in alternate years.
R. Cohen

CTL1205H The Education of Science Teachers
An examination of problems and issues specific to pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.
Prerequisites: Permission of instructor, and either CTL1200 or CTL1201 or equivalent.
Staff

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson and E. Pedretti

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
D. Hodson and E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson and E. Pedretti

CTL1209H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, problems of gender equity and multicultural science education, the role of laboratory work, computers in science education, environmental and health education.
D. Hodson and E. Pedretti

CTL1210H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson and E. Pedretti

CTL1211H Action Research in Science and Technology Education

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms.
D. Hodson and E. Pedretti

Social & Cultural Studies, Global Education & Transformative Pedagogies Specialization: Master's level

CTL1300H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon

CTL1301H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon

CTL1302H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.

R.J. Morgan

CTL1303Y Global Education: Theory and Practice

The course will consider definitions, models and schools of thought within global education and proximate fields (such as development, environmental, human rights and peace education) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will be reviewed as will developments and perspectives internationally within the field. The nature of global education at the elementary and secondary level and across the curriculum will be explored. Finally, the characteristics of the global teacher and global school will be considered, in the context of new thinking on school reform.

D. Selby

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines struc- turalist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.

R.J. Morgan

CTL1305H Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect," exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.

R.J. Morgan

CTL1306H Qualitative Research Methods in Education: Concepts and Methods

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.

D. Gérin-Lajoie

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.

D. Gérin-Lajoie

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe

minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains concept-clés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.
D. Gérin-Lajoie

CTL1308H Education and Cosmology

A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.
E.V. O'Sullivan

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie

Adaptive Instruction Specialization: Master's level

CTL1400H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan and J. Wiener

CTL1401H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan and K.E. Stanovich

NOTE: The following HDP courses are designed for the specialization in Adaptive Instruction and are described in the course listing in the Department of Human Development and Applied Psychology (see pages 133 - 134). In addition, the courses CTL1003, CTL1004, and CTL3017, in the Department of Curriculum, Teaching and Learning, are recommended.

HDP4271Y	Assessment and Programming for Written Language Difficulties
HDP4275H	Technology for Adaptive Instruction and Special Education
HDP4280H	Introduction to Special Education and Adaptive Instruction
HDP4283H	Psychology and Education of Gifted Children and Adolescents
HDP4287H	Classroom-Based Counselling Approaches
HDP4288H	Reflective Teaching and Analysis of Instruction
HDP4291H	Special Topics in Adaptive Instruction and Special Education: Master's Level
HDP4293H	Interpretation of Educational Research
HDP4295H	Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

NOTE: The following courses in the Science, Mathematics and Technology specialization might also be of interest to students in the Adaptive Instruction specialization:

CTL1215H	Instructional Technology: Instructional Programming
CTL1843H	Computer-Supported Intentional Learning Environments
CTL1844H	Instructional Technology: Seminar in Interactive Video/Graphics

Comparative, International and Development Education Specialization: Master's level

CTL1500H Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.

J.P. Farrell and D.W. Livingstone

CTL1501H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.

D.N. Wilson, or staff

CTL1502H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.

J.P. Farrell, or staff

CTL1503H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.

D.N. Wilson, or staff

Computer Applications Specializations: Master's level

CTL1600H Implementing Dynamic Web Interaction for Education

The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for

educational purposes, including Web "forms", server "CGI" processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side (browser) processes. Students will study and create interactive educational Web projects using programming languages including Perl in a Unix environment, JavaScript and Java, while exploring educational design issues. Prerequisite: CTL1605 or permission of the instructor. Experience with Perl, Unix, HTML, and Web server management are useful background for the technical content and expectations of the course.
R.S. McLean

CTL1601H Instructional Technology: Computer-Based Instruction
Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
Staff

CTL1602H Introduction to Computer Applications in Education
An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics representative of computer applications will be selected from the following: computers in the schools, educational software classification and evaluation, interactive instructional technologies, multimedia, curriculum applications, computer networks, Internet resources, computer-mediated communication, virtual reality, and artificial intelligence applications.
R.S. Cohen, L.E. Davie, or R.S. McLean

CTL1603H Instructional Technology: Instructional Programming
Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Staff

CTL1604H Instructional Technology: Video/Multimedia Design
A course on video, videodisc, and digital video and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the multimedia laboratory and television studio.
Staff

CTL1605H Internet Resources and Education
The Internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the Internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet Web site for access by others on the Internet.
R.S. McLean

CTL1606H Computers in the Curriculum
This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet. Prerequisite: CTL1602H or permission of instructor.
R.S. Cohen

CTL1607H Computer Studies and the Teaching of Programming
A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
R.S. Cohen

CTL1608H Instructional Technology: Instructional Design
Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
Staff

CTL1609H Educational Applications of Computer-Mediated Communication
A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.
L.E. Davie or R.S. McLean

CTL1610H Computers in Mathematics Education: Secondary
A critical examination of the role of computers in the teaching of secondary school mathematics, and of their influence on curriculum content and on processes of doing mathematics. This includes a discussion of the role of computers in manipulating symbols and graphing, thus affording a greater emphasis on problem understanding, basic strategies, and mathematical formulations.
G. Hanna

CTL1611H Computer-Mediated Distance Education
The use of computer mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.
L. Davie

CTL1612H The Virtual Library (Non-Credit)
This five-module course on the Virtual Library has been designed to address students' library related skills. Research strategies and information retrieval skills will be taught by alternating demonstration and discussion with hands-on practice by students.
M. Wahlstrom and Staff

General Program Courses: Master's level

CTL1797H Practicum in Curriculum: Master's Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level
Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.

CTL1799H Special Topics in Curriculum: Master's Level
A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL 1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

Curriculum Studies Specialization: Doctoral level

CTL1800H Research Colloquium in Curriculum and Instruction
This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

CTL1801H Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

CTL1803H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.
K.E. Stanovich

CTL1804H The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.
Prerequisite: Permission of instructor.
C.G. Wells

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
C.G. Wells

CTL1806H Seminar on Sociocultural Theory and its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship," "scaffolding," and "the zone of proximal development." The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning," "whole language," and "cooperative learning."
C.G. Wells

Holistic & Aesthetic Specialization: Doctoral level

CTL1820H Research in Special Collections of Children's Literature

Applied research in children's literature in special collections is the course focus. All content and work is characterized by and limited to "access in special collections only." Students with

extensive knowledge in the field of children's literature with both breadth and depth in that knowledge will pursue topics of individual interest.
J. Wilkinson

CTL1821H Imagination, Language and Learning

In order to rethink and redefine the concept of imagination, this course examines theories of the imagination and the history of the imagination. The effort is to find the meeting place between imagination and language in order to understand how learning evolves in all areas of our lives. The context for the course is the contemporary crisis of the subjugation of the imagination for instrumental purposes. Readings will be drawn from education and the humanities. The aim of the course is to discover small, mutative beginnings within learning situations for re-awakening the imagination.
V. Darroch-Lozowski

CTL1822H Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
R. Silvers

CTL1823H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
J. A. Wilkinson

CTL1824H Research Seminar in Holistic Arts Therapies Education

Critical analysis of research in holistic arts therapies education intended (a) to broaden knowledge of research in the discipline, and (b) to increase awareness of the various methodologies used in this area. The course is designed for those pursuing thesis or formal research in this area. Assessment includes review of the literature on a specific issue and planning a study on a relevant topic. Prior or concurrent study in research methodology is recommended.
Prerequisite: CTL1100
J. Wilkinson

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

CTL1826H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.
Prerequisite: Permission of the instructor.
J. Wilkinson

Science, Mathematics & Technology Specialization: Doctoral level

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and

sciences, and on psychological and social factors related to the participation of women in mathematics and science.
G. Hanna

CTL1841H Research Seminar in Science Education
A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars.
D. Hodson and E. Pedretti

Social & Cultural Studies, Global Education & Transformative Pedagogies Specialization: Doctoral level

CTL1860H Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level
Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R.J. Morgan

CTL1861H Critical Ethnography
An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.
T. Goldstein

Adaptive Instruction Specialization: Doctoral level

CTL1880H Analysis of Instruction
In this course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically, and to make the case for a research agenda and design a study in the field.
A. Jordan

NOTE: The following HDP courses are designed for the specialization in Adaptive Instruction and are described in the course listing in the Department of Human Development and Applied Psychology (see page 134).

HDP5281H	Research and Theories of Reading Disability
HDP5284H	Assessment and Intervention in Multicultural/Bilingual Contexts
HDP5295H	Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level
HDP5298H	Special Topics in Adaptive Instruction and Special Education: Doctoral Level

Comparative, International and Development Education Specialization: Doctoral level

CTL1900H Controversial Issues in Development Education
This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development,

with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson, or staff

CTL1901H Methodologies for Comparing Educational Systems
This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
Staff

Computer Applications Specializations: Doctoral level

CTL1920H Research Seminar in Interactive Systems for Education
Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R.S. McLean

CTL1921H Computer-Supported Intentional Learning Environments
Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

CTL1922H Instructional Technology: Seminar in Interactive Video/Graphics
Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person- machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.
Staff

CTL1923H Technology Supported Environments for Situated Learning
Learning environments supported by computer technology that promote knowledge construction that is situated in activity and in culture will be studied. Recent research literature on various models for such learning environments will be examined, and practical applications in schools and other educational settings will be considered. Students will have to carry out individual or group projects focussed on practical applications of such environments.
R.S. Cohen

CTL1924H Research Issues in Educational Computer-Mediated Communication
A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system (Participate).
Prerequisite: CTL1609 or permission of instructor.
L.E. Davie or R.S. McLean

CTL1925H Doctoral Seminar: Research Issues in Computer Applications (Pass/Fail)
Doctoral students specializing in Computer Applications in Education are normally required to take this seminar as preparation for the comprehensive examination requirement. The seminar offers a critical survey of major components of the field, focussing on research strategies and findings.
R.S. Cohen, L.E. Davie, or R.S. McLean

General Program Courses: Doctoral level

CTL1997H Practicum in Curriculum: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

Description as for CTL1798.

CTL1999H Special Topics in Curriculum: Doctoral Level

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

COURSES IN THE MEASUREMENT & EVALUATION PROGRAM

Master's level

CTL2000H Descriptive Statistics (Non-Credit)

Students enrolling in CTL2004, CTL2008, or other similar courses who have no background knowledge of elementary statistics are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff

CTL2001H Elementary Matrix Algebra (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, and singularity.
S. Nishisato

CTL2002H Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
Staff

CTL2003H Measurement and Accountability

An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum. The course is intended for both Measurement students and others.
P. Nagy

CTL2004H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package or equivalent.
Prerequisite: Knowledge of elementary arithmetic and algebra.
G. Hanna, L.D. McLean, P. Nagy, S. Nishisato, R.E. Traub or staff

CTL2005H Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.
S. Nishisato

CTL2006H Evaluation Models and Methods

How and why we evaluate social and educational programs is the major focus of this course: negotiation of the evaluation agreement, practical design considerations, timing, budget, and preparation of the final report. Qualitative, quantitative, and mixed approaches are studied and compared, including focus groups, case studies, quasi-experimental designs, and randomized field trials. An introduction to personnel evaluation, including teacher evaluation, is also included.
T. Lam or staff

CTL2007H Research Methods in Education
Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
T. Lam or staff

CTL2008H Data Analysis in Education
An overview of widely used methods of data analysis, not covered in other 2000-level courses. Main topics are principal component analysis, factor analysis, cluster analysis, loglinear analysis and scaling (e.g. Rasch-type, Thurstone-type, and a variety of multidimensional scaling).
Prerequisite: Concurrent registration in CTL2001 (non-credit) or permission of the instructor.
S. Nishisato. R.G. Wolfe or staff

CTL2009H Instrument Development in Education
An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
R.E. Traub or staff

Measurement & Evaluation Program: General Program Courses: Master's level

CTL2797H Practicum in Measurement and Evaluation: Master's Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL2798H Individual Reading and Research in Measurement and Evaluation: Master's Level
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2799H Special Topics in Measurement and Evaluation: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL2798, which is normally conducted on a tutorial basis.)
Staff

Measurement & Evaluation Program: Doctoral level

CTL2800H Structural Equations with Latent Variables
Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non-recursive path analysis models.
Desired background: CTL2001 (non-credit), CTL2808 or equivalents.
G. Hanna

CTL2801H Test Theory
Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational research problems.
Desirable background: CTL2001 (non credit), CTL2006, CTL2007, CTL2008, CTL2009, and CTL2808, or equivalents.
R.E. Traub

CTL2802H Performance Assessment
This course examines the conceptualization and implementation of performance assessment in the classroom, in large scale assessment programs, and in program evaluation, and addresses the technical issues that arise in the

process. Topics addressed include scoring rubric construction, rater consistency and moderation, generalizability, sources of invalidity and bias, judgmental and empirical methods of analysing bias, comparability, standard setting, and logistics and cost effectiveness.
Prerequisites: CTL2009 or equivalent, or permission of instructor.
T. Lam

CTL2803H Evaluation Methodology and Theory

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course CTL2006 and/or more specialized courses such as CTL2002, CTL1501, or AEC1133. Courses CTL2803 and CTL2006 are normally required for the Evaluation specialization.
Prerequisite: Master's-level course such as those listed above, or permission of instructor.
T. Lam

CTL2804H Measurement and Cognition

This course examines recent cognitive science and measurement literature on the investigation and assessment of complex learning outcomes such as problem solving, written production, and thinking skills.
Prerequisite: CTL2004 and CTL2008, or equivalents, or permission of the instructor.
P. Nagy

CTL2805H Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.
Prerequisites: CTL2001 (Non-Credit) and either CTL2005 or CTL2008, or permission of instructor.
S. Nishisato

CTL2806H Evaluation of Educational Policies

The course analyses educational policies and their embodiment in programs . Case studies assist students in designing their own research approaches. Policy is studied in the context of theory of organizations and complex decision making.
S. Churchill

CTL2807H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. The are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in data analysis, e.g. exploratory analysis, logistic regression, multilevel modeling, and recent advances in some of the techniques introduced in course CTL2008 and CTL2808.
Prerequisite: CTL2808, or permission of the instructor.
P. Nagy

CTL2808H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: CTL2004 or equivalent, or permission of instructors.
G. Hanna, P. Nagy, R. Traub or Staff

CTL2809H Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: CTL2001 (Non-Credit), CTL2008, CTL2808, or permission of instructors.
S. Nishisato or R.G. Wolfe

CTL2810H Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: CTL2803 or equivalent.
Note: Practicum CTL2997 and Seminar CTL2810 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
Staff

CTL2811H Seminar in Measurement and Experimental Design

Consideration of theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of the instructor.
Staff

Measurement & Evaluation Program: General Program Courses: Doctoral level

CTL2997H Practicum in Measurement and Evaluation: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff

CTL2998H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2999H Special Topics in Measurement and Evaluation: Doctoral Level

A course designed to permit the study, (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL2998, which is normally conducted on a tutorial basis.)
Staff

NOTE: The following courses might also be of special interest to students in the Measurement and Evaluation Program:

Adult Education, Community Development and Counselling Psychology

AEC1133H	Introduction to Qualitative Research in Adult Education
AEC1137H	Evaluation of Adult Education Programs

Human Development and Applied Psychology

HDP1205H	Individual Intellectual Assessment

Curriculum, Teaching and Learning

CTL1014H	Evaluation of Curriculum and Instruction
CTL1015H	Curriculum and Student Evaluation

Theory & Policy Studies in Education

TPS1005H	The Computer in Educational Administration
TPS1828H	Evaluation in Higher Education

COURSES IN THE SECOND LANGUAGE EDUCATION PROGRAM

Master's level

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.
Staff

CTL3001H Research Colloquium in Second Language: Master's Level

This colloquium provides opportunities to become familiar with ongoing research and curriculum activities in second-language learning and teaching.
S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Cumming, B. Harley, or staff

CTL3003H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the school curriculum for exploring the nature of language in general: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, its central importance as a tool for thinking and learning, etc. The aim of the course is to consider the potential of language awareness as a unifying concept which provides a common basis for first and second language education, and which plays an important role in teacher development.
J.P.B. Allen

CTL3005H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
J.P.B. Allen

CTL3006H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J.P.B. Allen

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focussing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J.P.B. Allen

CTL3007H Séminaire sur le langage et la communication

Ce cours a deux buts principaux : (1) initier les étudiant(e)s aux sciences du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.
Prérequis: très bonne connaissance du français.
N. Labrie

CTL3008H Critical Pedagogy, Language, and Minority Students

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the

framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focussed on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J.P. Cummins

CTL3009H L'éducation des minorités linguistiques et culturelles: l'analyse comparative de la politique éducative

Le cours en français traite en priorité de la politique et l'éducation en langue française destinée aux francophones, ainsi que de la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux - fédéral, provincial, conseil scolaire - pour l'enseignement et le rôle de l'école dans la communauté.
Oral proficiency in French is required; papers in English will be accepted by request.
S. Churchill

CTL3009H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.
S. Churchill

CTL3010H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of such variables as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley

CTL3011H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J.P. Cummins

CTL3011H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada destinée aux francophones, aux anglophones, aux immigrant(e)s et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
D. Haché ou membre de la faculté à déterminer

CTL3012H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
N. Labrie

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming or S. Lapkin

CTL3013H Évaluation de la compétence langagière

Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes: la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux

instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiés. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement.
M.-J. Berger

CTL3014H Collaborative Learning in Second-Language Classrooms
The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.
M. K. Swain

CTL3015H Seminar in Second-Language Literacy Education
A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.
B. Burnaby, A. Cumming

CTL3016H Minority Groups and Cultural Determinants of the Curriculum
This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
S. Churchill

CTL3017H Reading in a Second Language
This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focussing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

CTL3018H Language Planning and Policy
The study of language planning and policy-making is a relatively recent field and represents new realizations about how governments and other bodies have involved themselves in language issues. This course aims to provide some understanding of work in this field, the way in which it is developing and the problems it faces. The course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.
N. Labrie

CTL3018H Politique et aménagement linguistique
Ce cours porte sur l'étude de la pratique et de l'analyse de l'intervention humaine sur la langue ou sur les situations linguistiques. Notre objectif sera de mieux comprendre pourquoi et comment on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les programmes scolaires. Les cas que nous étudierons proviendront principalement de la francophonie, l'accent étant mis sur les expériences canadiennes, notamment au Québec et en Ontario. La question des droits scolaires en Ontario retiendra tout particulièrement notre attention.
N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education
The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education (core, extended, immersion, and adult FSL).
S. Lapkin

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).
B. Harley, S. Lapkin

CTL3022H Languages in Aboriginal Education

This course introduces students to information about Aboriginal languages in Canada and structures of formal education for Aboriginal students. Trends in Aboriginal and official language use will be compared with expectations based on school language policies and implementation in terms of curriculum, teaching approaches, syllabus design, teacher hiring, and preparation. Implications of various social and political factors in aboriginal communities and their environments will be discussed. This course addresses issues in Aboriginal language maintenance and enhancement in Canada with special emphasis on the role of the school. Matters relating to official language education are also considered. Examples from indigenous language communities outside of Canada will be included.
B. Burnaby

CTL3023H Le Français Canadien d'un Point de Vue Educatif et Sociolinguistique

Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du point de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadien et une réflexion sur ses implications pédagogiques.
N. Labrie

Second Language Education Program: General Program Courses: Master's level

CTL3797H Practicum in Second Language: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3798H Individual Reading and Research in Second Language Program: Master's Level

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3799H Special Topics in Second Language Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.)
Staff

Second Language Education Program: Doctoral level

CTL3800H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M.K. Swain

CTL3801H Colloquium in Second Language Education: Doctoral Level
This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
M.K. Swain and S. Lapkin

CTL3802H Research Seminar in Multilingual/Multicultural Education
A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J.P. Cummins

CTL3803H Ethnographic Research in the Language Disciplines
The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.
D.J. Corson

CTL3804H Advanced Colloquium in the Educational Linguistics of English
This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
J.P.B. Allen

CTL3805H Aspects of Second-Language Acquisition
This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.
B. Harley

Second Language Education Program: General Program Courses: Doctoral level

CTL3997H Practicum in Second Language Program: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3998H Individual Reading and Research in Second Language Program: Doctoral Level
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3999H Special Topics in Second Language Program: Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.)
Staff

COURSES IN THE TEACHER DEVELOPMENT PROGRAM

Master's level

CTL4000H Techniques for Improving Teaching
A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B.S. Kilbourn

CTL4001H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.
L.M. Hannay

CTL4002H Situational Analysis of Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4003H Teacher Development and School Improvement

This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the relationship between teacher development policies, practices, and various approaches to school improvement (e.g., inservice training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.
F. M. Connelly

CTL4004H From Student to Teacher: Professional Induction

This course will critically examine the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they have constructed a professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
M. Beattie

CTL4005H Perspectives in Teacher Education

Recent movements in teacher education are described in terms of a regulatory or restructuring concern versus an emancipatory or personalistic contrast. A transformative, inquiry-oriented conceptualization of teacher education is explored that combines a theory of language and learning with the theory of personal constructs. Viewed as perspective transformation, teacher development or renewal consists in learning to recover and to reconstrue alternative versions of teaching. By focussing on their own knowledge and practice through the use of narrative, life history, and repertory grid procedures, teachers and teacher educators can become their own experts.
C.T.P. Diamond

CTL4006H Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, and challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.
J. Aitken

CTL4007H Language, Culture, and Identity: Using the Literary Text in Teacher Development

This course will explore literature (fiction and non-fiction) that focuses on the experiences of those who live within and between various cultural worlds. Contemporary research methodologies will be examined with a view to the

construction and reconstruction of the meaning of teaching for the individual teacher/educator/researcher in a changing linguistic and cultural educational landscape.
G. Feuerverger

CTL4008H Knowing and Teaching
This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
B.S. Kilbourn

CTL4009H Multicultural Perspectives in Teacher Development: Reflective Practicum
This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

CTL4010H Action Research in Language and Learning
This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
Prerequisite: Permission of instructor.
C.G. Wells

Teacher Development Program: General Program Courses: Master's level

CTL4797H Practicum in Teacher Development Program: Master's Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4798H Individual Reading and Research in Teacher Development Program: Master's Level
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4799H Special Topics in Teacher Development Program: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4798, which is normally conducted on a tutorial basis.)
Staff

Teacher Development Program: Doctoral level

CTL4800H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
F.M. Connelly and staff

CTL4801H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.
Prerequisite: Permission of instructor.
F.M. Connelly

CTL4802H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4803Y Women as Change Agents in Educational Systems

This course provides an overview of the experiences of girls and women in educational institutions from many perspectives. How women have historically influenced the culture, climate, and curriculum of schools will be discussed as well as the ways in which the occupational culture and conditions of the work place, teacher ideology, and societal expectations act as barriers and blocks to change initiated by females. New possibilities for women to act as change agents by altering classroom interactions will be explored through revised methods of evaluation, and through the understanding that they can provide leadership whatever their role in the system. In considering how women may act as agents for change, the texts of film, novel, story, visual art, and our own lives will be drawn upon. Participants play an active role in the design of the course and in making use of it for their own development as teachers.
J. Aitken

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
Prerequisite: Permission of instructor
F.M. Connelly or staff

CTL4805H Research and Inquiry in Teacher Education

This seminar helps students reflect on the processes involved in the research journey. Using a case study approach, the assumptions and methodologies of different forms of inquiry are charted. Four perspectives and sets of criteria for research are explored. These approaches emphasize measurement, meaning, language, and experience respectively. They can be described as psychometric, phenomenological, sociolinguistic, and narrative or "arts-based." In contrast to "outside-in" styles, we begin with ourselves. This provides a reflective, aesthetic style that is appropriate to the development of the teacher as a storytelling researcher.
C.T.P. Diamond

Teacher Development Program: General Program Courses: Doctoral level

CTL4997H Practicum in Teacher Development Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4998H Individual Reading and Research in Teacher Development Program: Doctoral Level

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4999H Special Topics in Teacher Development Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4998, which is normally conducted on a tutorial basis.)
Staff

COURSES IN THE MASTER OF ARTS IN TEACHING PROGRAM (M.A.(T.))

MTE1001H Approaches to Shakespeare

This course consists of a study of selected schoolroom plays, considering: questions about the texts and their historical and literary contexts (including performance conditions); sources; dramatic structures and styles; stage histories; adaptations; etc.
J.H. Reibetanz

MTE1002H The Origins of Modern English

A survey of English linguistic theory. The course begins with an examination of contemporary English and traces in reverse chronological order developments in the language between the present day and the Old English period. Emphasis will be placed upon the significance of linguistic change for the study of literature.
D.M. McDougall, I.C. McDougall

MTE1003H Approaches to the Novel

Four major Canadian novels will be studied in relation to three theoretical perspectives. The novels will be: Alice Munro, Lives of Girls and Women; Mordecai Richler, St. Urbain's Horseman; Margaret Laurence, The Diviners; and Timothy Findley, The Wars. The critical works brought to bear on these will be: Erich Auerbach, Mimesis; Northrop Frye, Anatomy of Criticism; and Jonathan Culler, Structuralist Poetics. Underlying concerns throughout will be the relation of the reader's experience of the text to the text itself, the relevance of theory to that relationship, and the exploration of ways of employing these considerations in teaching English. The approaches studied will be applicable to novels at all grade levels.
H. Auster, J.D. Duffy and C. Kanaganayakam

MTE1004H Approaches to Poetry

Explorations in the close reading and analysis and the discussion of poetry, emphasizing the indivisibility of content from the means of expression. Poetry of all kinds and from several English-speaking countries will be sampled; different approaches to the interpretation and evaluation of poetry will be tested. There will be consideration of the differences between three kinds of reading: reading poems (the uniqueness of the poem); reading the poet (the distinctiveness of a poetic oeuvre); reading the age (the poetic style and character of a particular literary period).
R. M. Brown, M.C. Kirkham

MTE1005H Approaches to Canadian Writing

Through investigation of a variety of representative texts and queries, this course will attempt to discover whether a common "Canadian" sensibility in approach in fact exists.
R.M. Brown, J.D. Duffy

MTE1006H Studies in Mythology and Legend

Mythology, legend and fairy tale will be considered as "serious statements about our existence". Comparative mythology with particular emphasis upon Greek mythology and the King James version of The Bible. Legends will include legends and folk tales of native peoples, Arthurian legend as well as legends from around the world. Provision will be made for participants who wish to adapt this study to

multi-culturalism and diversity. Fairy tales in versions from an oral tradition as well as the literary fairy tales of Andersen, Grimm and Perrault will be considered and social history examined by what was considered at any period to be "suitable for children". An historical and critical approach will be observed throughout. The themes and shapes of myth, legend and fairy tale found in novels, plays, poems, film and contemporary culture will be explored.
J. Aitken

MTE1007H Approaches to Drama

This course investigates the nature and variety of drama through close study of selected plays drawn from a broad chronological and generic range - from Greek tragedy to the drama of the absurd, and from elaborately plotted comedy and tragicomedy to pared-down works of character study or symbolic vision. The course's approach will be intertextual, using the broadly allusive and theatrically self-reflexive drama of Tom Stoppard as a centre from which to explore dramatic traditions and styles.
J.H. Reibetanz

MTE1008H Teaching Writing

This course assumes that writing is a process that forms substance and that style is functional, not a mere ornament but an integral component of the writing and thinking process. To teach writing effectively, we need to understand how formal and stylistic structures function in creative and communicative processes that are both individual and social. This course seeks to integrate models of composition into a pedagogy that regards writing as at once process, structure and strategy. Such an understanding of composition has important implications for how we teach writing in the classroom, and spelling out these implications will be the aim of the seminar.
G. Henderson

MTE1009H Approaches to Women's Writing

This course deals with three approaches to women writers. The first, with which most participants will be familiar, is "textual" study - of genre, language, figuration, for example. The second is "production" study, which involves thinking about women's writing in terms of their historical and material circumstances and lived experience. The third approach is "reception" study, which involves thinking in a more general way about how women have been read and reviewed: the more specific question of women's reading and interpretive practices may also be considered under this heading. Consideration of the role of women in education, and particularly as students and teachers of literature, will frame these discussions.
H. Murrar

MTE1110H,Y Reading Course

A course designed to permit the study (in a formal class setting) of a specific area not already covered in the courses listed for the current year.
Staff

M.A.(T.) COMPULSORY COURSE

MTT1003Y History and Theory of the Study of English

An examination of the historical development of the study of English in schools as well as the "history" which teachers themselves bring to teaching. The relation of literacy theory and linguistic theory to this development and the influence of theory on school climate and curriculum. Literary theories, including new criticism, phenomenology, mythopoetic criticism, structuralism, post-structuralism, deconstruction and constructionist theory will be examined not as competing theories but as different lenses through which to read/write, make sense, and interpret. Trends and practices, changes and "reforms" in the study of English language and literature will be considered in relation to speaking/listening/writing/reading/viewing/valuing and criticizing. The fusion of theory and practice in all aspects of the English classroom will be emphasized.
J. Aitken

NOTE: The following course may also be taken for credit within the M.A.(T.) Program:

CTL4006H	Text, Values, and Teacher Development

NOTE: The following courses might also be of special interest to Curriculum, Teaching and Learning students:

(see next page)

Adult Education, Community Development and Counselling Psychology

AEC1148H	An Introduction to Workplace and Organizational Democracy
AEC3126H	Education and the Global Community: Critical-Visionary Dimensions
AEC3134H	Global Ecological Issues from a Community Educational Perspective

Human Development and Applied Psychology

HDP1211H	Psychological Foundations of Early Education

Theory & Policy Studies in Education

TPS1045H	Language Policy across the Curriculum

HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY (HDAP)

The Department of Human Development and Applied Psychology currently offers three graduate programs:

- Child Study and Education (M.A.), based at the Institute of Child Study, a preservice teaching program leading to the Ontario College of Teachers Certificate of Qualification and an M.A.
- Educational Psychology and Special Education (M.Ed., M.A., Ed.D. and Ph.D.), a program focussing on Human Development and Education with concentrations in Adaptive Instruction and Special Education, Applied Cognitive Science, Early Childhood Education, Family and Social Relationships and Language and Literacy.
- School and Child-Clinical Psychology (M.A. and Ph.D.), a program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled *Department of Human Development and Applied Psychology Program Guidelines.*

GENERAL INFORMATION

- For information about application procedures and forms contact:
  The Registrar's Office
  Graduate Studies Admissions Unit
  (416) 923-6641 ext. 2663/2664
  e-mail: gradstudy@oise.utoronto.ca

- For information about registration contact:
  Chris Fung, Liaison Officer, Registrar's Office
  Graduate Studies Registration Unit,
  (416) 923-6641 ext. 2665
  e-mail: christine_fung@tednet.oise.utoronto.ca

ACADEMIC INFORMATION

For academic information, contact:

- **Child Study and Education**
  Anne Radford, HDAP/ICS
  telephone: (416) 978-3457
  e-mail: anne_radford@tednet.oise.utoronto.ca

- **Educational Psychology and Special Education**
- **School and Child-Clinical Psychology**
  Marisa Freire, HDAP
  telephone: (416) 923-6641 ext. 2324
  e-mail: mafreire@oise.utoronto.ca

CHAIR OF THE DEPARTMENT

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(human development; cognitive and social processes in developmental diversity)

ASSOCIATE CHAIR OF THE DEPARTMENT

Jenny Jenkins, Ph.D. (London)
Associate Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

FACULTY

Mary Louise Arnold, Ed.D. (Harvard)
Assistant Professor
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; developmental psychology and education)

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

Andrew Biemiller, Ph.D. (Cornell)
Professor
(self-direction and education; reading, writing, and oral language; educational programs)

Robbie Case, Ph.D. (Toronto)
Professor
(cognitive development; conceptual learning in school contexts; mathematics education; international comparisons of school achievement)

Carl Corter, Ph.D. (North Carolina)
Professor, and Director of the Institute of Child Study, cross-appointed to the Department of Psychology
(kindergarten education; parenting; sibling and family relationships; infant development)

Alister Cumming, Ph.D. (Toronto)
Associate Professor , cross-appointed from the Department of Curriculum, Teaching and Learning
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Jennifer Hardacre, D.Ed. (Nova)
Senior Tutor
(play as a learning medium; teacher education; constructivist teaching)

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medical conditions)

Anne Jordan, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Marc Lewis, Ph.D. (Toronto)
Associate Professor
(cognitive development; emotional development; cognition/emotion interactions in development; self-organizing developmental systems)

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Curriculum, Teaching and Learning and to the McLuhan Program in Culture and Technology
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children and adults)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education, Community Development and Counselling Psychology
(school psychology; models of service delivery; preventive practices and dynamics of change; social/emotional relationships and depression in schools; ethnic identity development)

Carol Musselman, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Speech Pathology
(linguistic and social development of deaf children and adolescents; education of children with communication disorders)

Keith Oatley, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology
(cognition and emotion; human/computer interaction; psychology of narrative literature)

David R. Olson, Ph.D. (Alberta)
Professor, and Head, Centre for Applied Cognitive Science, cross-appointed to the Department of Linguistics and to University College
(language development; cognitive development; cognition and literacy)

Michele Peterson-Badali, Ph.D. (Toronto)
Assistant Professor
(children's understanding of social phenomena and institutions (e.g. legal, medical); legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Marlene Scardamalia, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(research on cognitive processes; intentional learning; the design of computer-supported intentional learning environments)

Barry Schneider, Ph.D. (Toronto)
Associate Professor
(social skills assessment and training; family and school factors in children's social development; school-based mental health promotion; attention and behaviour disorders)

Denis Shackel, Ph.D. (Toronto)
Professor
(incidental learning; effects of stimulus incongruity on learning; leadership; ethics (integrity); listening; non-verbal communication in the classroom)

Uri Shafrir, Ph.D. (York)
Associate Professor
(affective processes; children and adults with generic learning deficits; computer-based assessment and programming for exceptional children and adults)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Conchita Tan-Willman, Ph.D. (Minnesota)
Professor, and President/Founder PRIME Mentors of Canada
(creativity; mentors and mentoring; moral development; teacher development)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Associate Professor
(social and affective development of children, adolescents, and adults with learning disabilities and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Earl Woodruff, Ph.D. (Toronto)
Assistant Professor; cross-appointed to Curriculum, Teaching and Learning (cognition and learning; sociocognitive knowledge building; technology in education)

ASSOCIATED FACULTY

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Clarke Institute of Psychiatry

Nancy Benson, Ph.D. (York)
Assistant Professor, Psychology Department, University of Toronto

Judith Bernhard, Ph.D. (Toronto)
Associate Professor, Ryerson Polytechnic University

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education

Joseph Ducharme, Ph.D. (Toronto)
Senior Psychologist, Chedoke-McMaster Hospital

Judith Friedland, Ph.D. (Toronto)
Assistant Professor, Department of Occupational Therapy, University of Toronto

Luigi Girolametto, Ph.D. (Toronto)
Assistant Professor, Department of Speech Pathology, University of Toronto

Carla Johnson, Ph.D. (Western)
Assistant Professor, Department of Speech Pathology, University of Toronto

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columbia University

Dona Matthews, Ph.D. (Toronto)
Psychoeducational Consultant, Private Practice

Janette Pelletier, Ph.D. (Toronto)
Instructor, Institute of Child Study, University of Toronto

Adrienne Perry, Ph.D. (York)
Psychologist/Coordinator of Research, Thistletown Regional Centre

Joan Peskin, Ph.D. (Toronto)
Instructor, Institute of Child Study, University of Toronto

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto

Joanna Rovet, Ph.D. (Toronto)
Associate Professor, Department of Pediatrics, University of Toronto

Jean Saint-Cyr, Ph.D. (Rochester)
Associate Professor, Faculty of Medicine, University of Toronto

Russell Schachar, Ph.D. (Toronto)
Professor, Institute of Medical Science, University of Toronto

Rosemary Tannock, Ph.D. (Toronto)
Assistant Professor, Department of Psychiatry, University of Toronto

Margot Taylor, Ph.D. (McGill)
Neurophysiologist, The Hospital for Sick Children

CLINICAL INTERNSHIP SUPERVISORS

Judith A. Silver, Ph.D. (Toronto)
Head, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Arthur Caspary, Ph.D. (Waterloo)
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

Catherine Grimes, Ph.D. (York)
Coordinator of Development & Evaluation Clinic, Thisletown Regional Centre

Nancy Link, Ph.D. (Toronto)
Clinical Director, School and Child Clinical Program, OISE/UT

Gerry McFadden, Ph.D. (Windsor)
Psychologist, Bloorview MacMillan Rehabilitation Centre

Lynn Oldershaw, Ph.D. (Toronto)
Psychologist, Clarke Institute of Psychiatry

Adrienne Perry, Ph.D. (York)
Psychologist/Coordinator of Research, Thisletown Regional Centre

Helen Radovanic, Ph.D. (York)
Staff Psychologist, Family Court Clinic, Clark Institute of Psychiatry

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child and Family Clinic, Scarborough General Hospital

Meagan Smith, Ph.D. (New York at Stony Brook)
Psychologist, Child and Family Studies Centre; Head, Research for the Children's Aid Treatment Program, Clark Institute of Psychiatry

Renee Stephens, Ph.D. (McGill)
Psychologist, Learning Associates of Montreal

Arlene Young, Ph.D. (Waterloo)
Staff Psychologist, Child and Family Studies Centre, Clark Institute of Psychiatry

Ken Zucker, Ph.D. (Toronto)
Psychologist-in-Charge, Child and Family Studies Centre, Clark Institute of Psychiatry

TEACHING INTERNSHIP SUPERVISORS

(Based at the Institute of Child Study)

Christine Bogert, DipCS (Toronto)
Anne Cassidy, DipCS (Toronto)
Bev Caswell, DipCS (Toronto)
Julie Comay, M.A. (Toronto)
Robin Ethier, M.A. (Concordia)
Michelle Martindale, DipCS (Toronto)
Elizabeth Morley, DipCS (Toronto)
Joan Moss, DipCS (Toronto)
Richard Reeve, M.Ed. (Toronto)
Carol Stephenson, DipCS (Toronto)

PROFESSORS EMERITI

David W. Brison, Ed.D. (Illinois)
Betty Flint, M.A. (Toronto)
John R. Kershner, Ph.D. (Toronto)
Ellen M. Regan, Ed.D. (State University of New York at Albany)

ASSOCIATE PROFESSORS EMERITI

Iain Davidson, Ph.D. (Toronto)
Malcolm Garber, Ph.D. (Southern California)
Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Harry Silverman, Ph.D. (London)

GENERAL DEPARTMENTAL ADMISSION INFORMATION

See program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in September, January, or July.

Most applicants apply to only one of the department's programs. However, applicants are permitted to apply to two programs. Those applying to two programs should clearly designate the programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one program to another after admission are normally considered each year in a pool with all other applicants to the program. See the department's *Guidelines* booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the program they wish to enter, the request may be refused due to the competitive nature of the admission process.

For information about financial support for students see pages 211 - 217. Applicants should note that although some students do receive financial support from OISE/UT, such support is very limited and many students are unsuccessful in their attempt to secure funding through OISE/UT.

CHILD STUDY AND EDUCATION

MASTER OF ARTS

The Child Study and Education program is based at the Institute of Child Study, a centre of professional training and research in childhood and education, including a laboratory school. The program is offered in two streams: two-year and one-year.

Two-Year Program

The two-year M.A. offers a unique, research-based teacher education experience. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario College of Teachers Certificate of Qualification and for Part 1 of the three session qualification in Primary Education. This qualifies the holder to teach in the primary and junior divisions of Ontario Schools. Graduates who have successfully completed HDP4280, Introduction to Special Education and Adaptive Instruction (formerly EDT4280), will also be recommended for Part 1 (core 1 and core 2) of the three session qualification in Special Education.

There are two concentrations in the two-year program:

•Primary Education

Students wishing to be eligible for Part 2 of the three session Primary Education qualification will complete 6-week, first-year placements in kindergarten/early childhood, grade 1-3, and grade 4-6 settings, plus at least one other 6-week placement during their first year of study. Students will complete a second-year internship in an elementary classroom in their second year of study. Students completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer.

•Special Education

Students wishing to be eligible for Part 2 of the three-session Special Education program will complete at least one 6-week, first-year placement in a special education setting in addition to 6-week placements in kindergarten/early childhood, grade 1-3, and grade 4-6 settings. Students will complete a two-part, second-year internship in integrated and withdrawal special education settings. In addition, students will elect course HDP1285 Psychology and Education of Children with Learning Disabilities, and a second approved special education elective course in their second-year program. Students completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer. Certificates will be endorsed for Learning Disabilities, and the second area elected by the student following Ontario College of Teachers Guidelines.

Admission Requirements

Admission to the two-year M.A. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree. The usual admission standard is standing equivalent to a University of Toronto mid-B or better. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. **Selected candidates will be interviewed.** Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1. a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
2. a photocopy of a certificate of change of name where applicable
3. satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers)

Program Requirements

The two-year M.A. program is comprised of the equivalent of 16 half-courses, including practica and is normally undertaken on a full-time basis. The required courses are:

HDP2200 Child Study: Observation, Evaluation and Reporting
HDP2201 Childhood Education Seminar (full course)
HDP2202 Childhood Education Seminar II: Advanced Teaching
HDP2210 Introduction to Curriculum
HDP2211 Theory and Curriculum I: Language and Literacy
HDP2212 Theory and Curriculum II: Math and Science, Children's Epistemologies
HDP2220 Teaching Practicum (full course)
HDP2221 Advanced Teaching Practicum I,
HDP2222 Advanced Teaching Practicum II
HDP2230 Designing Educational Programs.

The remaining four courses are electives. In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

One-Year Program

This program is offered only to students who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education. The one-year M.A. program is intended to further develop an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for students who may be interested in pursuing further graduate study.

Admission Requirements

In addition to the admission requirements stated a previously for the two-year program, applicants to the one-year M.A. must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education.

Program Requirements

The one-year M.A. program is comprised of eight half-courses and may be undertaken on a full- or part-time basis. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Math and Science, Children's Epistemologies.

The remaining courses are electives. For students who may be interested in further graduate study, it is strongly recommended that they include as part of their elective courses a course in research design and measurement and a course in statistics, plus complete a Qualifying Research Paper (QRP) that includes empirical field work.

EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

The focus of this combined program (pending OCGS approval) is Human Development and Education. The program will provide an opportunity for students to construct an overall perspective on human development and its implications for educational practice. Students are required to take core courses in human development and research design. Courses emphasize typical and atypical development in the cognitive and emotional domains, the impact of culture, family and social relationships on development, the role of formal and informal modes of learning, and strategies for modifying developmental outcomes and accommodating individual differences. The M.Ed. and Ed.D. programs are designed for the reflective teacher or other practitioner in education or related fields. The M.A. and Ph.D. programs are designed for students who need a research background for academic or other careers they wish to pursue.

Students are advised to carry out study within a specified concentration area. The intent of the concentrations is to guide students with specific interests into courses that might address those interests, and to ensure that their program of study has some coherence. If a student wishes to develop a focus of studies in an area other than those listed below, they may do so in consultation with their advisor. Students may either designate a concentration at the time of admission or identify a concentration at a later date. The five concentrations are:

- **Adaptive Instruction and Special Education**
  Students selecting this concentration develop an understanding of developmental diversity and the educational strategies that make learning accessible to children and adults with special needs. Note that the courses which are part of the interdepartmental specialization in Adaptive Instruction between the departments of Human Development and Applied Psychology and Curriculum, Teaching and Learning carry numbers that begin with HDP4200 (Masters level) and 5200 (Doctoral level) in Human Development and Applied Psychology and CTL1400 (Masters level) and CTL1880-1899 (Doctoral level) in Curriculum, Teaching and Learning.

- **Applied Cognitive Science**
  This concentration is an interdisciplinary specialization between the departments of Human Development and Applied Psychology and Curriculum, Teaching and Learning and focuses on research on human cognition including issues of human competence, models of mind, language and literacy, and computers in education. (See section on Interdepartmental Graduate Specializations, page 193)

- **Early Childhood Education**
  Courses in this concentration emphasize an integration of child development research and theory, classroom practice, educational issues, and the family environment with a focus on infants and young children.

- **Family and Social Relationships**
  The emphasis in this concentration is on the social and emotional development of children in the context of their families and their peer groups.

- **Language and Literacy**
  Courses in this concentration emphasize normal and atypical language development, written language, and reading and reading disability.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other settings with children or adults with disabilities. The program is intended to help the student reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. program normally requires a preparation equivalent to a University of Toronto three-year bachelor's degree. The usual admission standard is standing equivalent to a University of Toronto mid-B or better. Applicants specifying a concentration in Adaptive Instruction and Special Education normally possess a teaching certificate and have one year of relevant professional experience. Applicants specifying a concentration in Early Childhood Education normally possess a teaching certificate or a certificate in early childhood education and have one year of relevant professional experience.

Program Requirements

The M.Ed. program is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year of program) are:

HDP1200	Foundations of Human Development and Education
HDP4293	Interpretation of Educational Research.

Students who have not had a previous course in human development will be required to take HDP1201 Child and Adolescent Development or an alternative course in adult development as one of their ten half-courses. It is recommended that during their program students focus on a specific domain of study. They may do so by taking required courses within a concentration described above. Alternatively, in consultation with their advisor, students may take at least four half-courses within a domain of study which they identify.

MASTER OF ARTS

The M.A. program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of one or more members of the department.

Admission Requirements

Admission to the M.A. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree in arts, science, or a helping profession. Although most applicants will have a four-year bachelor's degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Occupational Therapy, Speech Pathology, Physiotherapy, Nursing, Social Work or other area relevant to their specific program of study are also eligible to apply for admission. The usual admission standard is standing equivalent to a University of Toronto mid-B or better.

Program Requirements

The M.A. program is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis. Under exceptional circumstances students may be permitted to undertake the program on a part-time basis; a detailed case for such permission must be submitted with the admission application. Required courses (to be taken in the first year of the program) are:

HDP1200	Foundations of Human Development and Education
HDP1206	Proseminar in Human Development and Applied Psychology
HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology.

Students who have not had a previous course in human development will be required to take HDP1201 Child and Adolescent Development or an alternative course in adult development as one of their six half-courses. It is recommended that during their program students focus on a specific domain of study. They may do so by taking required courses within a concentration described above. Alternatively, in consultation with their advisor, students may take at least three half-courses within a domain of study which they identify.

DOCTOR OF EDUCATION

The Ed.D. program is designed primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Admission to the Ed.D. program normally requires a University of Toronto master's degree in Educational Psychology, Special Education or equivalent (including Adaptive Instruction, Applied Developmental Psychology, Early Childhood Education, or Instruction and Special Education). The usual admission standard is standing equivalent to a University of Toronto A- or better (in the master's degree). Applicants with a master's degree in other specializations in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a qualifying research paper (QRP) prior to final admission to the program.

Program Requirements

The Ed.D. program is comprised of eight half-courses, an internship and a thesis. While students may begin the program on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program; it is highly recommended that students use such time to complete the thesis requirement, not coursework. Required courses are:

HDP3200 Research Proseminar on Human Development and Education

plus either

HDP1209 Research Methods and Thesis Preparation in Human Development and Applied Psychology

or

HDP3226 Advanced Research Methods and Thesis Preparation in Human Development and Applied Psychology.

For students who have an insufficient background in human development it is highly recommended they take HDP1201 Child and Adolescent Development or an alternative course in adult development as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the student's advisor.

DOCTOR OF PHILOSOPHY

The Ph.D. program emphasizes knowledge in the several disciplines related to theory and research in the area of Human Development and Education. The program is designed for students who wish to pursue a career in university or community college teaching and careers that require advanced skills in research and evaluation. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of one or more members of the department.

Admission Requirements

Admission to the Ph.D. program normally requires a preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Educational Psychology, Special Education or equivalent (including Adaptive Instruction, Applied Cognitive Science, Applied Developmental Psychology, Child Study and Education, Early Childhood Education, or Instruction and Special Education). The usual admission standard is standing equivalent to a University of Toronto A- or better (in the master's degree). Applicants with master's degrees in other areas of Applied Psychology, Adult Education, Curriculum, or a helping profession such as Speech Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a qualifying research paper (QRP) prior to final admission to the program.

Program Requirements
The Ph.D. program is comprised of six half-courses, a comprehensive examination and a thesis, and is normally undertaken on a full-time basis. Required courses are:

HDP3200	Research Proseminar on Human Development and Education
HDP3226	Advanced Research Methods and Thesis Preparation in Human Development and Applied Psychology.

For students who have an insufficient background in human development it is highly recommended that they take HDP1201 Child and Adolescent Development or an alternative course in adult development as one of their six half-courses. The remaining courses are electives and are selected in consultation with the student's advisor.

Additional Teacher Education Qualifications in Special Education

Students interested in additional qualifications for teachers should note the following:

For students who have an Ontario College of Teachers Certificate of Qualification, certain courses have been granted equivalence for Part I and/or Part II of the program leading to the Ontario College of Teachers Specialist Certificate in Special Education. Students should consult the department's *Guidelines* booklet and/or their advisor regarding which courses are accepted for these additional qualifications. Additional qualifications are granted solely by the College; students must apply directly to the College for course credits.

For more information contact:
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SCHOOL AND CHILD-CLINICAL PSYCHOLOGY

The School and Child-Clinical Psychology program provides theoretical and professional training in preparation for psychological work with children in schools, clinics, and research settings. The program is designed to provide training in psychological and psychoeducational assessment, psychotherapy, psychosocial and instructional interventions, school consultation, prevention, and the psychology of exceptional learners. Opportunities are available for research and clinical work with infants, young children, adolescents, families, and adults with learning disabilities. The program follows the scientist-practitioner model for psychological training recommended by the American Psychological Association. Emphasis on designing, conducting, and interpreting scientific research parallels emphasis on exemplary clinical practice. Research training is facilitated by an apprenticeship approach. Students are expected to become closely involved in the research of one or more members of the department.

MASTER OF ARTS

The M.A. program is intended to meet the academic requirements for registration as a psychological associate. The focus of the program is applied, with a practicum experience of approximately 250 hours.

Admissions Requirements
Admission to the M.A. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology. The usual admission standard is standing equivalent to a University of Toronto A- or better. Applicants who have at least three years of successful post-bachelor's relevant professional experience may be admitted with slightly lower standing if they can document to the satisfaction of the admissions committee that they can meet the standards of the program in terms of research and applied work. Most applicants will have a minimum of one year of relevant professional experience or equivalent. Applicants are requested to submit, in addition to the required letters of recommendation, a letter of recommendation from an applied setting.

Program Requirements

The M.A. program is comprised of 10 half-courses and a thesis and is normally undertaken on a full-time basis. Required courses (to be taken in the first year of program) are:

HDP1215 Psychological Assessment of School-Aged Children
HDP1216 Psychoeducational Assessment,
HDP1219 Ethical Issues in Applied Psychology,
HDP1220 Introduction to School Psychology
HDP1236 Psychopathology for School and Child-Clinical Practice.
HDP1285 Psychology and Education of Children with Learning Disabilities

Required courses (to be taken in the second year of program) are :

HDP1209 Research Methods and Thesis Preparation in Human Development and Applied Psychology
HDP1218 Seminar and Practicum in Assessment.

For students who have not taken a previous child development course in their undergraduate program, HDP1201 Child and Adolescent Development must be taken. For students who have not taken a third or fourth year statistics course as part of their undergraduate program, CTL2004 Elements of Statistics must be taken. There are also required courses within the areas of child development, and assessment and intervention in school and child-clinical psychology.

DOCTOR OF PHILOSOPHY

Like the master's program above, the Ph.D. program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of this program would assume positions of greater professional and administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. program is intended to meet the academic requirements for registration as a psychologist.

Admission Requirements

Admission to the Ph.D. program normally requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent and an OISE/UT M.A. in School and Child-Clinical Psychology or its equivalent. The usual admission standard is standing equivalent to a University of Toronto A- or better (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the master's program was not equivalent to the OISE/UT M.A. in School and Child-Clinical Psychology, the student may be required to take additional courses to receive equivalent training.

Note that continuation from the M.A. to the Ph.D. program is not automatic; graduates from the M.A. program are considered each year in a pool with all other applicants to the program.

Program Requirements

The Ph.D. program is comprised of eight half-courses (including a practicum course), a comprehensive examination, a doctoral dissertation and an internship, and is normally undertaken on a full-time basis. Students are expected to complete the comprehensive examination before the end of their required period of full-time study. Students should consult the Internship Coordinator to arrange their internships. Students shall refer to the Practicum and Internship Policy and Procedural Manual for a description of the evaluation processes and criteria for practicum and/or internship placements. The required course (to be taken in the first year of program) is HDP3241 Seminar and Practicum in Assessment and Intervention with Children. There are also required courses within the areas of psychological assessment and intervention, cognitive/affective foundations of psychology, social foundations of psychology, advanced research methods, biological foundations of psychology, and history and systems of psychology.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as psychologists and psychological associates in Ontario. The M.A. in School and Child-Clinical Psychology is designed to meet the academic requirements for registration as a psychological associate. The Ph.D. in School and Child-Clinical Psychology is designed to meet the academic requirements for registration as a psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

For more information contact:

The Registrar
College of Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, ON M4T 1W5
(tel.) (416) 961-8817
(fax.) (416) 961-2635
e-mail cpo@cpo.on.ca

COURSES

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year.

A course is identified with this department when the prefix is HDP. Numbers 12, 22 and 42 denote a master's level course, while numbers 32 and 52 denote a doctoral level course.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
J. Astington, A. Biemiller, M. Lewis and Staff

HDP1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventive and remedial phases of mental health are examined.
Staff

HDP1204H Cognitive and Cognitive-Behavioral Interventions for Children and Adolescents

An overview of cognitive and cognitive-behavioral techniques used by school and child-clinical psychologists in helping socially-unskilled, depressed, aggressive, inattentive, youngsters. Underlying theory and evaluative research will be critically reviewed. This course is restricted to students in the School and Child-Clinical Psychology program.
Staff

HDP1206H Proseminar in Human Development and Applied Psychology

The first part of the course includes a brief introduction to the history and basic ideas of cognitive and emotional development, including cognitive, educational, and clinical applications. This is followed by faculty members of the department explaining how their research is conceived, designed, and analysed. Students work individually and collaboratively on critical thinking in psychology, on how to understand published psychological research, as well as on designing, analysing, and writing up their own research projects.
K. Oatley

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology

This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semi-structured interviews) as well as their rationales and the implications of their use. The four main statistical methods of analysis - chi square, analysis of variance, correlation, and regression - will be reviewed and applied to specific pieces of research. The preparation and writing of a dissertation proposal will be addressed.
K. Oatley and K.E. Stanovich

HDP1211H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.
J. Hardacre and staff

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles to psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-III, WPPSI-R, WAIS-III, WIAT, K-TEA, WRAT-3) which is evaluated through review of completed test protocols and videotaped test administrations.
Pre-requisite: This course is limited to students in the School and Child-Clinical Psychology program and is a co-requisite with course HDP1216.
M. Peterson-Badali, T.W. Humphries, J. Wiener, and D.M. Willows

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behavior rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Child-Clinical Psychology program who have completed course HDP1215.
M. Peterson-Badali, T.W. Humphries, J. Wiener, and D.M. Willows

HDP1217H Advanced Behavior Management in Therapy and Education

A review of behavioral management and self-management theories and techniques applicable to clinical and school settings. A basic knowledge of learning theory is assumed. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
Staff

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and evaluates the development of the student's clinical skills, (assessment and intervention) at the Masters level with children in the practicum placement. Placements are in school and clinical settings. Seminar focus on specific problems and issues related to clinical practice.
Note: School and Child-Clinical Psychology students only, ordinarily in the second M.A. year. Students are expected to consult with the Internship Coordinator to arrange a practicum placement.
Pre-requisite: HDP1220 or equivalent.
Staff

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Practice, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and multicultural issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners

with ethical dilemmas is reviewed and practised with a variety of case examples in the context of small- and large-group discussion.
(offered jointly with Adult Education, Community Development and Counselling Psychology)
M. Peterson-Badali and Staff

HDP1220H Introduction to School Psychology

This course is intended to provide students in School and Child-Clinical Psychology with a grounding in conceptual and policy issues and an introduction to prevention and intervention approaches used by psychologists in the educational system. Students will apply the principles discussed in the seminar in a practicum placement.
Note: School and Child-Clinical Psychology students only, ordinarily taken in the first year of the School and Child-Clinical M.A. program.
J. Wiener

HDP1222H Approaches to Psychotherapy with Children and Adults

This course introduces the major theories of psychotherapy with children and adults including: cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.
C.R. Musselman and Staff

HDP1223H Depression in the Schools: Assessment, Prevention, and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

HDP1224H Atypical Development of Human Relationships in Early Childhood

In this course we consider atypical emotional and behavioural development in early childhood in the context of children's family and social relationships. We examine the role of the family in the emotional development of children including the attachment system, parent-child relationships, children in the context of the parental marriage, and sibling relationships.
J. Jenkins and Staff

HDP1226H Selected Problems in Educational Psychology

Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

HDP1230H Assessment of Infants and Preschool Children

This course will cover the assessment of young children's cognitive, emotional, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to some Piagetian and clinical techniques. General principles of assessment and report writing will be included. Students will do a practicum.
M. Lewis and staff

HDP1231H School-Based Social Competence Promotion

Concepts of social competence emerging from several theoretical perspectives are critically surveyed. The role of school psychologists in promoting social development is emphasized. The practicum provides experience either in the implementation of social skills training in schools or in the refinement of research in this area.
J. Wiener and staff

HDP1233H Cognition, Development and Education

This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of concern as reading and learning from texts, mathematical competence, learning in the

sciences and social studies, problem-solving, motivation, and teaching practices.
Note: Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
D.R. Olson and Staff

HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D.R. Olson and staff

HDP1236H Psychopathology for School and Child-Clinical Practice

In this course we look at the classification and epidemiology of psychological disorders of childhood.
J. Jenkins and staff

HDP1237H Cognitive Development and Instruction

This course will cover the core issues in cognitive development from several theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Intervention and instruction will be related to developmental issues.
R. Case, M. Lewis and staff

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

HDP1241H Outcomes of Early Education and Child Care

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. Biemiller, J. Hardacre and staff

HDP1249H Emotional Development

This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, representation, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
M. Lewis and Staff

HDP1255H Systemic Family Therapy for School and Child-Clinical Practice

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and child-clinical psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.
Note: This course is normally limited to students in the School and Child-Clinical Psychology program. Others by permission of the instructor.
J. Jenkins and Staff

HDP1256H Child Abuse: Intervention and Prevention

An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.
R. Volpe and Staff

HDP1259H Child and Family Relationships - Implications for Education

This course has a dual focus: consideration of theory/research related to child-parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
J. Jenkins, C. Corter and staff

HDP1260H Children, Psychology and the Law

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, Special Education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.
Note: This is not intended as a law course, but to acquaint psychology practitioners with relevant legal issues.
M. Peterson-Badali and staff

HDP1265H Social Development in Infants and Children

This course examines the child's social development from infancy to middle childhood. Major topics include the nature of human sociality; neonatal and infant sociality (empathy, bonding, attachment, interactive play, etc.); egocentricity vs socio-centricity in early childhood; mythic structure of children's television; enculturation to the folkways and values of elementary school; children's conversations.
Staff

HDP1270H Children's Theory of Mind

The course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and examines some theoretical explanations of children's understanding of the mind.
J. W. Astington

HDP1272H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education and M.Ed. students in HDAP. Others must seek the permission of the instructor to register.
J. Hardacre

HDP1273H Psychology of Disability and Empowerment

This theoretical and practical course is intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability," "impairment," "integration," "professionalism," and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.
P. Lindsay

HDP1279H Prevention and Intervention in Human Development

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
R. Volpe and staff

HDP1281H Psychology and Education of Children and Adults with Developmental Handicaps

The identification and etiology of developmental delay and the intellectual/social development of developmentally delayed people. Issues of inclusion and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.
Staff (offered as required)

HDP1282H Psychology and Education of Deaf Children

Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.
C.R. Musselman (offered as required)

HDP1284H Psychology and Education of Children and Adolescents with Behavior Disorders

Psychological and educational characteristics of children and adolescents with behavior disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.
This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Child-Clinical students in HDAP. Others must seek the permission of the instructor to register.
J. Wiener and Staff

HDP1285H Psychology and Education of Children with Learning Disabilities

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Child-Clinical students in HDAP. Others must seek the permission of the instructor to register.
T.W. Humphries and J. Wiener

HDP1286H Psychology and Education of Adolescents and Adults with Learning Disabilities

Psychological and educational characteristics of adolescents and adults with learning disabilities with an emphasis on the interplay between constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Current intervention approaches used in educational, community, and work settings will be critically evaluated.
J. Wiener, U. Shafrir and staff

HDP1290H Psychology and Education of Autistic Children

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
Staff

HDP1297H Biological Foundations of Atypical Development

This course will focus on what is currently known regarding the various biologically based conditions responsible for atypical development. A framework for examining etiology of handicapping conditions will be offered and an overview of both the implications of nature and nurture in the development of atypical children. Particular emphasis will be placed on genetic syndromes and pre and perinatal insult and its ramifications. Both etiology and characteristic profiles will be discussed for all conditions. Literature reviews will provide students with an understanding of the educational interventions and implications of particular biologically based disabilities, with particular emphasis on intellectual disabilities.
T.W. Humphries and Staff

HDP1299H Language Assessment and Intervention

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. Musselman and staff

HDP2200H Child Study: Observation, Evaluation and Reporting

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be

surveyed. The role of the practitioner as critical inquirer will be emphasized.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
C. Corter and Staff

HDP2201Y Childhood Education Seminar

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and Staff

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during students' internships (Advanced Teaching Practica I and II).
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
R. Volpe and Staff

HDP2210H Introduction to Curriculum

A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2211H Theory and Curriculum I: Language and Literacy

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from infancy onwards, and of the differences between oral and written language.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J.W. Astington and Staff

HDP2212H Theory and Curriculum II: Math and Science, Children's Epistemologies

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of science and mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
R. Case and Staff

HDP2220Y Teaching Practicum

Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and Staff

HDP2221H Advanced Teaching Practicum I

Second year Child Study and Education students carry out two internship placements each lasting eight weeks. Internships may be in classes from preschool through grade six. Through these internships students consolidate teaching skills under the supervision of a mentor teacher on site and a staff member from the Institute of Child Study. Each internship provides a total of 176 practicum hours.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2222H Advanced Teaching Practicum II

Description as for HDP2221.

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

Note: This course is normally open to students in the M.A. in Child Study and Education program only.

A. Biemiller and Staff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

HDP3200H Research Proseminar on Human Development and Education

An introduction to the history and basic ideas of human development and education with an emphasis on applications. Faculty members working on human development research explain how their work is conceived, designed and analysed. Students will work individually and collaboratively on designing, preparing and presenting a piece of research.

D. Keating, M. Lewis and K. Oatley

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyse, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.

R. Volpe

HDP3203H Recent Advances in Children's Theory of Mind

The course assumes that students have an overview of children's developing theories of mind and focuses on particular research issues in the area. Different issues will be considered each time the course is offered, reflecting current concerns from different research perspectives, such as autism, infancy, epistemology. The course also considers how theories of mind might have developed during evolution and assesses different theoretical explanations of children's understanding of the mind.

Prerequisite: HDP1270 or permission of the instructor.

J.W. Astington and Staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.

R. Volpe

HDP3208H Research Seminar in Adolescent Development

This course focuses on the distinguishing characteristics of development during the adolescent years, as depicted in evolving psychological theory and current research. Broad themes will include adolescent thinking, self concept and identity formation, social and personal relationships, moral development and values acquisition, health and sexuality, and the role of gender and culture in shaping adolescent experience; specific topics will depend, in part, on the expressed interests of students. The course is intended primarily for students developing their own research agendas, but it is also relevant to those working with adolescents in educational and clinical settings.

M.L. Arnold

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.
Prerequisite: Permission of instructor.
D.R. Olson and Staff

HDP3220H Analysis of Learning Tasks

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time it is offered, the course focuses on a different instructional problem.
C. Bereiter

HDP3226H Advanced Research Methods and Thesis Preparation in Human Development and Applied Psychology

This course focuses on current research and methods in human development and applied psychology, including experimental, differential, developmental, and intervention approaches. There is a special emphasis in this advanced course on multivariate approaches to developmental research. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.
D. Keating

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis, R. Case and staff

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one Nineteenth-Century novelist, a case history of Sigmund Freud, a short novel by a modernist writer (Virginia Woolf), and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
K. Oatley and Staff

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.
K. Oatley and C. Musselman

HDP3237H Recent Advances in Cognitive Development and Education

This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviors will be related to underlying changes in cognitive structures and processing.
Prerequisite: HDP1237 or its equivalent, or permission of instructor.
R. Case, M. Lewis and Staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP1238.

HDP3240H Advanced Socio-Emotional Assessment Techniques

An advanced course in assessment of socio-emotional functioning including standardized and projective assessment techniques.
Staff

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and evaluates the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are in schools and clinical settings. Seminars focus on specific problems and issues related to clinical practice. Note: School and Child-Clinical Psychology students only, ordinarily in the first year of the doctoral program. Students should arrange their practicum placements with the Internship Coordinator in the year prior to taking this course or as soon as they are accepted into the program.
Staff

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K.E. Stanovich and staff

HDP3286H Developmental Neuropsychology

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
Staff

HDP3287H Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science - parallel distributed processing (PDP) - as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in Human Development and Applied Psychology.
P. Lindsay

HDP3292H Psychoeducational Assessment: Advanced Level

Students employ a combination of formal psychological and educational testing and ecological and dynamic assessment approaches to assess children and adults referred to the OISE/UT Counselling and Psychoeducational Clinic because of learning problems. Psychoeducational assessment is conceptualized as embedded in a counselling process wherein the contributions of clients, parents, and teachers are included in the diagnostic formulation; the goal is to enable them to achieve greater understanding of the nature of the learning problems and effective intervention approaches.
Note: This course is intended for doctoral students in School and Child-Clinical Psychology. Others by permission of the instructor.
Prerequisite: HDP1216 or HDP4271 or HDP4292, or equivalent, and permission of instructor.
J. Wiener and Staff

HDP4271Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers.
Note: This course is normally limited to students in School and Child-Clinical Psychology and to students in the interdepartmental specialization in Adaptive Instruction and Special Education. Permission of the instructor is required.
D.M. Willows and Staff

HDP4275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main-streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay and staff

HDP4280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations.
This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Child-Clinical students in HDAP. Others must seek the permission of the instructor to register.
C. Musselman, J. Wiener, P. Lindsay and Staff

HDP4283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

HDP4287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers to use in the school setting. A variety of classroom-based strategies including school-wide prevention programs, social skills training, social problem solving programs and life space interviewing will be discussed and evaluative research on these approaches will be analysed.
J. Wiener and Staff

HDP4288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations.
U. Shafrir

HDP4291H Special Topics in Adaptive Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

HDP4292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T.W. Humphries, and J. Wiener

HDP4293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, and C.R. Musselman

HDP4295H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level
Specialized study, under the direction of a faculty member, focussing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP5280H Advanced Research Planning in Human Development and Applied Psychology
Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva and K.E. Stanovich

HDP5281H Research and Theories of Reading Disability
A survey of current empirical evidence and theoretical models of reading disability, focussing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts
This course explores assessment and intervention issues and techniques arising in second-language and multicultural contexts. Topics covered include cross-linguistic assessment, prose comprehension, linguistic and communicative development, the role of orthography and phonological skills, mathematical disabilities, and communication with parents.
Prerequisite: at least one prior assessment course.
E. Geva

HDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level
Specialized study, under the direction of a faculty member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level
A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.
Staff

JPX1001Y Parenting: Multidisciplinary Perspectives
This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
(Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology)
C. Corter (Coordinator)

NOTE: The following courses may be accepted for credit in the Department of Human Development and Applied Psychology. For course descriptions please see the relevant department's course listing.

CTL1003	Language Arts in Primary Education
CTL1004	Reading and Language Comprehension
CTL1400	Classroom Adaptation and Instructional Strategies
CTL1401	The Resource Consultant: Skills in Classroom Consultation (credit/no credit)
CTL1803	Research Seminar in Reading
CTL1880	Analysis of Instruction
CTL1921	Computer-Supported International Learning Environments
CTL3017	Reading in a Second Language

SOCIOLOGY AND EQUITY STUDIES IN EDUCATION

LE DÉPARTEMENT DE SOCIOLOGIE ET D'ÉTUDES DE L'ÉQUITÉ EN ÉDUCATION

(SESE)

The Department of Sociology and Equity Studies in Education offers a full range of programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These programs offer students general training in sociology in education with an emphasis on equity issues. Particular focus areas include:

1. Anti-racism and education
2. Critical pedagogy and cultural studies
3. Feminist studies and gender relations in education
4. Policy and practice in education
5. Political economy of education.

Faculty participate in several related interdepartmental specializations, collaborative programs and research centres, as well as the Mid-Northern Centre in Sudbury, and the OISE/UT preservice teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of the department.

GENERAL INFORMATION

- For information about application procedures and forms contact:
  The Registrar's Office,
  Graduate Studies Admissions Unit,
  (416) 923-6641 ext. 2663/2664
  e-mail: gradstudy@oise.utoronto.ca

- For information about registration contact:
  Lynn Romero, Liaison Officer, Registrar's Office
  Graduate Studies Registration Unit,
  (416) 923-6641 ext. 2430
  lynn_romero@tednet.oise.utoronto.ca

ACADEMIC INFORMATION

For further information on academic programs, contact:
Kristine Pearson, (416) 923-6641 ext. 2292 or
Paul Olson, (416) 923-6641 ext. 2287
Web Page:
http://charon.oise.utoronto.ca/depts/sese

CHAIRS AND COORDINATING FACULTY OF THE DEPARTMENT

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, and Chairperson of the Department
(political economy and education; class analysis; education and work; ideologies and consciousness; alternative futures)

Kari Dehli, Ph.D. (Toronto)
Associate Professor, and Associate Chairperson of the Department
(feminist studies in sociology and education; educational policy and state formation; feminist politics; power, language, and subjectivity)

C. Paul Olson, M.A. (Princeton)
Graduate Studies Academic Secretary, to whom program inquiries for this Department should be directed:
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

Edward B. Harvey, Ph.D. (Princeton)
Coordinator of Ed.D. program, to whom inquiries should be directed:
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labour market; applied social research and policy analysis; employment equity)

FACULTY

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed to the Department of Theory & Policy Studies in Education
(gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice; sociology of education; higher education)

Stephen Anderson, Ph.D. (Toronto)
Associate Professor
(planned educational change, school improvement, teacher development, program evaluation)

Kathy Bickmore, Ph.D. (Stanford)
Assistant Professor, cross-appointed from the Department of Curriculum, Teaching and Learning, affiliated with the International Institute for Global Education
(conflict and conflict resolution; critical pedagogy and equity in schools)

Dwight Boyd, Ed.D. (Harvard)
Professor, cross-appointed from the Department of Theory & Policy Studies in Education

George E. Burns, Ed.D. (Toronto)
Head of the Midnorthern/Northeastern Centre, Sudbury
Associate Professor,
(aboriginal issues in education; policy, system and change process analysis with particular emphasis on relevance, equity, and excellence in education pertaining to Aboriginal children, youth and adults; critical pedagogy; school and community relations and development; student deviance)

George J. Sefa Dei, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledge; political ecology; ethnography)

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology and University College, University of Toronto
(feminist methodology; sustainability and social stratification; family policy; new reproductive technologies; feminist eco-sociology)

Michael Fullan, Ph.D. (Toronto)
Professor, and Dean
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

James L. Heap, Ph.D. (British Columbia)
Professor, cross-appointed from the Department of Theory & Policy Studies in Education

Monica Heller, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Anthropology, University of Toronto
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)

Helen Lenskyj, Ph.D. (Toronto)
Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)

Roxana Ng, Ph.D. (Toronto)
Associate Professor
(race and gender relations; feminist and anti-racist pedagogies; community-state relations; phenomenology of the body)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to the Department of Theory & Policy Studies in Education
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)

Sherene H. Razack, Ph.D. (Toronto)
Associate Professor
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)

Kathleen Rockhill, Ph.D. (California at Berkeley)
Professor
(feminist, postmodern, and cultural studies; theories as applied to the study of disability, race and sexuality; qualitative and autobiographically-based inquiry)

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

ASSOCIATED INSTRUCTOR

Wallace Seccombe, Ph.D. (Toronto)
(historical sociology; family studies; marxist political economy; gender and generational relations in comparative perspective)

DEPARTMENTAL FOCI

Faculty and student research and interests represent a variety of approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below as well as in the Interdisciplinary and Interdepartmental Foci and Collaborative Programs. Students are not required to stay within a single focus when selecting courses.

•Critical Anti-Racism Studies
Relevant Courses: any SES courses listed in the 1920-1949 or 3910-3919 range, SES1952 SES1954, SES1956, SES1981, SES1983, SES1985 and SES3921; TPS1442 and TPS1461. Courses listed under this program provide students with an *integrative* view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production.

In the 1996-97 academic session, the Department established the **Centre for Integrative Anti-Racism Studies (CIARS)** which brings together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalised communities, and the university in a pursuit of social justice. The mandate of CIARS, namely, the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education, defined as how individuals and communities come to know the world and act within it. Students and faculty working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism, and heterosexism. Faculty include: Dwight Boyd, Kari Dehli, George Dei, Helen Lenskyj, Roxana Ng, Ruth Pierson, Sherene Razack, and Kathleen Rockhill.

- **Critical Pedagogy and Cultural Studies**
Relevant courses: SES1956 (core course), any courses listed in the SES 1950-1979 or 3920-3929 range, SES1907, SES1920, SES1921, SES1922, SES1924, SES1982, SES2911, SES2943, SES3931, SES3940 and SES3943. Critical inquiry into the roles played by educational institutions in producing and maintaining cultures, symbolic dominance, and social inequalities; and analyses of alternative teaching materials and pedagogies intended to address and transform domination and inequality. Related courses are offered in the departments of Adult Education, Community Development and Counseling Psychology (AECDCP); Curriculum, Teaching and Learning (CTL); and Theory and Policy Studies in Education (TPS). Faculty include: Kathy Bickmore, George Burns, Kari Dehli, George Dei, Monica Heller, Helen Lenskyj, David Livingstone, Roxana Ng, Paul Olson, Sherene Razack and Kathleen Rockhill.

- **Feminist Studies and Gender Relations in Education**
Relevant courses: SES1981 (core course for this focus) and SES1987 (core course for the M.Ed. in Gender Equity), any course listed in the SES 1980-2009 or 3930-3939 range, SES1909, SES2910, SES2914, SES2915, SES3944 and SES3952. Also relevant: TPS1439. Gender studies in the family, school, and workforce; feminist practice; gender, class, race, language, and cultural and biological reproduction; social history of women and women's education; feminism and feminist historiography. Note that other courses offered by feminist faculty, but not listed in this focus, may be taught from a feminist perspective. Faculty include: Sandra Acker, Dwight Boyd, Kari Dehli, Margrit Eichler, Edward Harvey, Monica Heller, Helen Lenskyj, Roxana Ng, Ruth R. Pierson, Sherene Razack, Kathleen Rockhill, and Dorothy Smith.

- **Policy and Practice in Education**
Relevant courses: Any SES course listed in the 2910-2939 and 3940-3949 range, SES1900, SES1902, SES1905, SES1920, SES1922, SES1950, SES1951, SES1953, SES1982, SES1988, SES2943, SES2999 (section L7331) and SES3932. A variety of sociological and methodological approaches concerned with equity in education; teachers' work; the relationship between theory and practice; and the interface between social diversity, legislation, policy, research, and education practice (e.g., policy analysis; planned educational change policies and practices; organizational and community development; and observations, issues and concerns of multiple stakeholders, including students, parents, educators and those involved in other social institutions, reflecting both diversity and diversity of interests in their communities). Faculty include: Sandra Acker, Stephen Anderson, Kathy Bickmore, George Burns, Kari Dehli, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, David Livingstone, Roxana Ng, Paul Olson, and Dorothy Smith.

- **Political Economy of Education**
Relevant courses: SES2941 (core course), any course listed in the 2940-2969 or 3950-3969 range, SES1907, SES1910, SES1920, SES1922, SES1924, SES3943; AEC1148, AEC1156, AEC1158, AEC3113; and CTL1500. This focus addresses critical theories and methods for understanding political and economic forces associated with educational change. Central themes include: social class, race, gender and generation influences on learning practices and opportunities; changes in labour markets, labour processes and training programs; general relations between learning and paid/unpaid work; the role of the state in education; school and community relations; women's labour and economic development; problems of underemployment and the future of work. This focus is closely related to the interdepartmental research focus in Learning and Work. Faculty include: David Livingstone (coordinator), George Burns, Kari Dehli, George Dei, Roxana Ng, Paul Olson, and Dorothy E. Smith.

- **Aboriginal Education**
A number of faculty in Sociology and Equity Studies (SESE) as well as Adult Education, Community Development and Counselling Psychology (AECDCP); and Curriculum, Teaching and Learning (CTL) have an interest in native education. For more information on this area of interest as it pertains to SESE, contact:
Dr. George Burns, Head
Midnorthern/Northeastern Centre
Sudbury, Ontario P3C 3E9
Telephone: (705) 674-8442
FAX: (705) 671-1582
e-mail: gburns@oise.utoronto.ca
OR
Paul Olson (polson@oise.utoronto.ca)

INTERDISCIPLINARY RESEARCH FOCI

The following foci are fully described in the Graduate Interdisciplinary Research Foci section, pages 197 - 200.

•Études en Français

Le Département de sociologie et d'études de l'équité en éducation participe à un programme de cours à distance intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, dont la langue d'enseignement est le français. Ce programme multidisciplinaire mène au diplôme de M.Ed. La clientèle étudiante de Toronto peut aussi suivre ces cours. Vous trouverez ci-dessous la description en français des cours de sociologie qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique "Études en français" (voir Graduate198).

•Critical Pedagogy and Cultural Studies

See the Graduate Interdisciplinary Research Foci section, pages 197 - 198

•Learning and Work

See the Graduate Interdisciplinary Research Foci section, page 199.

INTERDEPARTMENTAL SPECIALIZATION

The following specialization is fully described in the Interdepartmental Specialization section on page 194.

•Gender Equity in Education

This Interdepartmental specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's main program within the Department of Sociology and Equity Studies in Education. One course on Gender Equity in the Classroom is required. Two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization.

COLLABORATIVE PROGRAMS

•Collaborative Environmental Studies Program

Master's level students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Master of Education in Environmental Studies program. For complete details on the program, please see page 189. Margrit Eichler is the contact person in the Department of Sociology and Equity Studies in Education.

•Comparative, International, and Development Education

This focus is fully described in the section on the Collaborative Graduate Degree Programs, pages 190 - 191. Relevant courses: CTL1500 (core course offered in the Department of Curriculum, Teaching and Learning can be counted for Sociology and Equity Studies), SES1922, SES1924, SES3941, and SES3950. Faculty include: Stephen Anderson, George Burns, George Dei, David Livingstone, Paul Olson and Joseph Farrell (Curriculum, Teaching and Learning).

DEPARTMENTAL PROGRAMS

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. Degree may be pursued on a full-time or part-time basis under either Option II (eight half-courses and a Major Research Paper (MRP) or under Option III (six half-courses and a thesis). The M.A. degree may be pursued full-time or part-time and requires a thesis. The Ed.D. requires a dissertation. Note that although Ed. D. students may begin their studies on a part-time basis, they must register for a minimum of two consecutive Winter Session terms of full-time, on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed. The Ph.D. requires a comprehensive examination and a dissertation. A minimum of two consecutive Winter Sessions of full-time, on-campus study must be undertaken and students must maintain continuous registration subsequently until all degree requirements are completed. (See Minimum Admission, Program and Degree Requirements section, pages 23 - 31.)

The Department offers courses off-campus to serve M.Ed. and Ed.D. students in localities outside Toronto. Off-campus students typically complete their program by enroling in courses on-campus during the summer and/or by enroling as full-time students during a regular academic year. Information about off-campus and on-campus courses to be offered in the 1998 Summer Session and the 1998/99 Winter Session will be noted in the "Graduate Studies Course Schedule", available from the Registrar's Office, Graduate Studies Registration Unit, OISE/UT, in the Winter Session of 1998. The Schedule will also record full descriptions of the 1998/99 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctor's level).

Incoming students in all programs should consult, by telephone or in person, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE/UT. It is recommended that new students take SES1906H. Masters level students are strongly encouraged to take a methods course at the SES1900 or SES2900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take either SES1901 or SES1904.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assigned to the student upon admission);
- a supervisor (to be selected by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments;
- course outlines and evaluations
- professional development sessions;
- the Sociology and Equity studies Handbook — please consult the Handbook under Academic Requirements which includes information about departmental and Institute organization, facilities, and resources. The Handbook is distributed by the department at its orientations and is available from departmental staff.

DEPARTMENTAL ADMISSION REQUIREMENTS

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months' professional experience. Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study, as will M.A. candidates without a four-year bachelor's degree **(For further information, contact the department to see MA/Ph.D. Admissions Policy I & II).**

In addition to the general requirements for admissibility as outlined in the Minimum Admission, Program and Degree Requirements section, (pages 23 - 31) applicants are required to submit the following:

a) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program here in the Department;

b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked;

c) at least one sample of written work in the social sciences

Incomplete applications may be subject to processing delays or rejection.

COURSES

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the Master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral programs.

Note that the "Graduate Studies Course Schedule", available from the Registrar's Office, Graduate Studies Registration Unit, in the Winter Session of 1998, offers full descriptions of the 1998/99 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson

SES1900H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
M. Heller

SES1901H Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
Staff

SES1902H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
P. Olson

SES1903H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
P. Olson

SES1904H Sociological Theory in Education

This course examines classical sociological theory through the works of Marx, Durkheim, and Weber. Beginning with an extensive coverage of the writings of Marx and Engels, discussion in the course will focus on 19th and 20th century social and economic history and the consequences of social thinking as it relates to the history of ideas, the formation of the modern world and the emergence of society as an object of knowledge. Students will be expected to develop critical readings of texts which draw upon the disciplines of philosophy, politics, science and education. Some attention will be given to contemporary Neo-Marxist debates (e.g., Benston, Smith, Althusser, Poulantzas, Laclau, Gramsci, etc.). And to selected problematics in postmodern social thought (e.g., Foucault, Bourdieu, Habermas, Seidman, etc.).
Staff

SES1905H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
S. Acker

SES1906H Theoretical Approaches in Sociology and Equity Studies

The course reviews selected theoretical frameworks drawn in the major foci of the department and concerned with the applications of theory in sociology and equity studies in education. The course will lay a basis for the students' selective participation in departmental foci and will seek to build a critical awareness of their significance in research contexts.
D.E. Smith

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller

SES1908H Society and Self in the Classroom

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjoined with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff

SES1909H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.
M. Eichler

SES1910H The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form - news, data, records, etc. - through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
R. Ng

SES1920H Sociology of Minority Groups and Equity in Education

This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng

SES1921Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-discrimination education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-discrimination education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G.J.S. Dei

SES1922H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities. It explores the implications of these advances for curriculum and pedagogical practices.
Prerequisite: SES1920H, or permission of instructor.
G.J.S. Dei

SES1923H Racism, Law and Radical Education

This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law.

An important activity of the course is the exploration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.

S. Razack

SES1924H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular educational programs within that process. There is a special emphasis on the impact of the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.

G.J.S. Dei

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine indigenous and marginalised knowledge forms in global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of indigenous knowledge forms; questions of power, social difference, identity, and representation in indigenous knowledge production; the political economy of knowledge production; indigenous knowledge and science education; indigenous knowledge and global knowledge; change, modernity, and indigenous knowledge. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.

G.J.S. Dei

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.

G.E. Burns

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists. The course offered through Distance Education mode by G.E. Burns

will place a particular emphasis on Native issues in education, including greater Native control of Native education; Native advisory committees; the Native trusteeship; Native educational authorities; second level of service; Native inclusiveness, Native relevance, excellence and equity in Native education; and First Nations tuition agreement schooling.
K. Dehli (on campus) and G.E. Burns (off-campus)

SES1951H L'école et la communauté

L'objectif de ce cours est d'explorer la problématique entre l'école et ce que son personnel considère comme "la communauté", en examinant les différentes influences (ex. structure familiale changeante, mouvement des femmes, immigration, standards sexuels et moraux changeants) qui affectent le système scolaire, et comment ces influences ont transformé la nature de l'école.
Membre de la faculté à déterminer

SES1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

SES1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller

SES1953H Teaching Conflict and Conflict Resolution: Politics and Practice

This seminar applies sociological perspectives to the practical problem of teaching young people (and giving young people opportunities) to handle interpersonal and social conflict. Participants will bring their own experience to bear on the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, school governance, and school social relations. Our focus will be less on "how to" manage conflict resolution education, and more on analyzing where and how various kinds of education about conflict "fit" in (and challenge) the regularized business of schooling. Although our emphasis will be on school-based socialization and opportunities to learn, we will examine the relationships between school experience and other cultural, political, and social-structural influences. The seminar is intended as part of a program of study in Critical Pedagogy and Cultural studies, or Policy and Practice in Education.
K. Bickmore

SES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.
S. Razack

SES1955H Health, Healing and Knowledge of the Body: Education and Self-Learning Processes
This course compares and contrasts how different medical systems conceptualize health, illness and the body, especially biomedicine and traditional Chinese medicine. In addition to readings, physical and meditative exercises and keeping a health journal are required.
R. Ng

SES1956H Social Relations of Cultural Production in Education
This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
Staff

SES1957H Constituting Ab/Normal Bodies: The Production of 'Difference' Through Disability
How are abjection and material limits constituted? Focussing upon physical disability, we will study how 'difference' is deployed through the production of ab/normal bodies. An auto/ethnographic approach is used to consider how embodiment, performativity, spatial arrangements, sexuality, social relationships, cultural codes of conduct, economics, nstitutional and state regulation, and the politics of representation are in play in 'the making of subjects' with disabilities. To do this, we will work from visual images (film, video, photography), as well as autobiographical and heoretical narratives of disease, disability, reakery, and degeneracy. We will also consider dis/connections in the representational and discursive practices that constitute race, exuality and disability as sites of marginalization.
K. Rockhill

ES1980H Reproductive Technologies nd Education
his course will briefly explore the social history f biological/human reproduction and focus on e recent developments in the new reproductive chnologies. Particular attention will be paid to e social aspects of the new technologies and rangements (such as the commercialization nd industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler

SES1981H Feminist Scholarship and Education
The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
M. Eichler

SES1981H L'éducation et la sociologie de la femme et des rapports entre les sexes
Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants: la socialisation aux rôles déterminées par le sexe, les inégalités d'emploie, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur.
Membre de la faculté à déterminer

SES1982H Women and the Educational System
This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker (on-campus) and H. Lenskyj (off-campus)

SES1983H Gender and Historical Sociology
This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
R.R. Pierson

SES1984H Non-sexist Approaches to Stratification

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.

M. Eichler

SES1985H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focussed on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.

H. Lenskyj

SES1986H Women, Education and Leadership: Feminist Perspectives

This course will examine feminist critiques of androcentric leadership and investigate feminist alternatives that challenge oppressive social practices, systemic misogyny, racism, homophobia and socio-economic inequality in fields such as nursing, teaching, social services and recreation.

H. Lenskyj

SES1987H Gender Equity in the Classroom

The core course within the M.Ed. in Gender Equity, this course examines the "ordinary" and invisible ways in which inequalities are produced. The classroom is the setting in which people are shaped, including teachers. It is always a dynamic situation. The inequalities in the classroom reproduce the inequalities in society. But the classroom dynamics of inequality have properties and consequences of their own. They are part of the society and part of the making of its future and the future of its participants. Schools reproduce inequalities of gender, race, and class. This course has the objective to help us become conscious of the dynamics of inequality in the classroom and to envisage strategies for change. It focuses primarily in gender inequality, but will also examine how much there is to be learned using the same methods of the dynamic of racial inequality.

D.E. Smith

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.

M. Eichler

SES2911H Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.

Staff

SES2912H Teachers' Work: Classrooms, Careers, Cultures and Change

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.

S. Acker

SES2913H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E.B. Harvey

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
H. Lenskyj

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyse issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.
E.B. Harvey

SES2940H Rethinking Materialism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of materialist and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
D.W. Livingstone

SES2941H Social Stratification and Education

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D.W. Livingstone

SES2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
D.W. Livingstone

SES2943H Ideologies, Public Opinion, and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practice, and an examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns - including surveys and discussion groups - are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public attitudes and policy-makers' decisions.
D.W. Livingstone

SES2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

SES2999H Special Topics in Sociological Research in Education
Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff

SES3900H Advanced Issues in Sociological Research Methods in Education
This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
Staff

SES3901H Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education
This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.
R.R. Pierson

SES3902H Studies in the Social Organization of Knowledge
This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.
Staff

SES3912H Race and Knowledge Production: Issues in Research
As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post- colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

SES3920H Re/Presenting Bodies: The Production and Disruption of 'Normalcy'
How are images deployed to regulate and produce bodies as ab/normal, deviant and/or degenerate? Postmodern theorizations of the body, its representation and experience, are drawn upon to work with images (photography, film and video) to consider how dis/identifications with 'the normal' are produced and performed. The ethical and political problematics of representational, narrative, viewing and reading practices in educational and cultural settings are considered. We will work toward an integrated analysis of the discursive production of 'difference' through disability, sexuality and race.
K. Rockhill

SES3921H Language and Social Difference in Education: Comparative Perspectives
The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.
M. Heller

SES3922 Analysing Classroom Discourse
This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
M. Heller

SES3930H Advanced Seminar on Feminist Methodology and Education
This course explores methodological and ethical issues surrounding non-sexist or feminist research. It examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (however defined) are encouraged to use this course to work through some of their research problems.
Prerequisite: SES1981H, SES1982H, SES1983H, or permission of instructor.
M. Eichler

SES3931H Feminism and Poststructuralism in Education
In this advanced theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.
Prerequisite: SES1981H or permission of instructor.
K. Dehli

SES3932H Contemporary Perspectives on Women and Higher Education
This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university.
Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate", and so forth will be taken up through readings and student presentations.
S. Acker

SES3940H Key Issues and Principles in Managing Change
This course examines the dynamics of change in educational and social organizations and programs. The emphasis is on understanding the process of change in organizational contexts, and on deriving principles for managing change. Change theory and management are considered from various perspectives: chaos and complexity theory in social organizations; research on the implementation of educational policies and programs; conceptions of and research on organizational culture; and research on the relationship of organizations to their external environments. The course is suitable for teachers, school administrators, consultants, and other individuals interested in understanding and influencing the process of change. Each class member is expected to become involved in some practical problem of educational/organizational change of his or her choosing as an experience to increase understanding in dealing with real change situations.
Prerequisite: SES2911H, or permission of the instructor.
S. Anderson with M. Fullan

SES3941H Issues in Education, Deviance, and Legitimacy
A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
Staff

SES3942H Innovations in Education: A Comparative Analysis
This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J.P. Farrell

SES3943H Applied Sociology of State Formation and Educational Policy
In the first part of this course two approaches to analyses of modern state power will be surveyed: historical sociology and studies of governmentality. In the second part of the course, these approaches will be drawn upon to study specific educational policies and policy-making practices.
K. Dehli

SES3944H Language and Gender in Education
This course will examine two aspects of the relationship between language and gender in educational settings: first, ways in which gender is constructed interactionally; second, ways in which gendered patterns of language use are differentially valued in and across educational contexts. The first part of the course will set the framework in terms of the sociolinguistic literature on language and gender. The second will examine case studies from a wide variety of contexts. The third will be devoted to student explorations of the domain.
M. Heller

SES3950H Comparative Societies: Families, Schools and the Socialization of Young People
Growing up and becoming an adult is a human universal which associates learning and the cultural induction of young people into society with their physical maturation. By adopting a broadly-based comparative perspective, we shall strive to deepen our understanding of the great variety of ways that youth socialization proceeds in different societies and to think about the specific institutional arrangements prevailing in Canadian society today against a broadly based historical and cross-cultural backdrop. This will be a study of contrasts and transitions: of societies without schools, versus those with them; of societies with relatively stable technologies and adult occupations versus societies undergoing rapid technological and occupational change; of local and culturally homogenous societies versus nationally extended, multicultural societies in an increasingly global universe. A central theme in all of this will be to illuminate the linkage between 'production' and 'reproduction', between young people preparing for and entering adult occupations and forming families (reaching puberty, selecting a mate, having children and raising them).
D.W. Livingstone

SES3951H Political Economy, Canadian Culture and Education
This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D.W. Livingstone

SES3952H Sexism, Racism, Colonialism: Pedagogical Implications
This advanced seminar explores the linkages between sexism and racism by examining the interrelations of gender, race, and class in the development of nation-states in contemporary societies.
R. Ng

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level
Description as for SES2998H.
Staff

SES3999H Special Topics in Advanced Sociological Research in Education
Description as for SES2999H, but at the doctoral level.
Staff

NOTE: The following courses are accepted for credit in the Department of Sociology and Equity Studies in Education and will satisfy the department's specialization requirements. For course descriptions, please see the relevant department's course listings.

(see next page)

Department of Adult Education, Community Development and Counselling Psychology

AEC1148H	An Introduction to Workplace and Organizational Democracy
AEC1156H	Power and Difference in the Workplace
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3113H	Theories of State, Equity, and Adult Learning

Department of Curriculum, Teaching and Learning

CTL1500	Introduction to Comparative, International, and Development Education

NOTE: The following courses might also be of special interest to students in Sociology and Equity Studies in Education:

Department of Curriculum, Teaching and Learning

CTL1113H	Art and Play in Children's Culture
CTL1114H	Exploring Human Understanding and Education through Visual Media
CTL1822H	Postmodern Presentations of Culture

Department of Theory & Policy Studies in Education

TPS1418H	The Role of Education in Theories of Women's Emancipation: I
TPS1434H	Human Rights, Politics, and Education
TPS1435H	Democracy and Education
TPS1436H	Modernity and Postmodernity in Social Thought and Education
TPS1439H	Gender, Ethics, and Education: Philosophical Issues
TPS1442H	Moral Dimensions of Educating within Commitment to Diversity
TPS1461H	Section titled: Women, Colonialism, Imperialism and Nationalism in History
TPS3418H	The Role of Education in Theories of Women's Emancipation: II
TPS3447H	Critical Theory as a Theory of Modernity and Education: I

THEORY & POLICY STUDIES IN EDUCATION (TPS)

The Department of Theory & Policy Studies in Education consists of four graduate programs, two representing cognate disciplines (History and Philosophy) and two representing the application of cognate scholarship to domains of practice (Educational Administration and Higher Education). Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees. Certificate and diploma programs are also offered in the Department. TPS, as well, has an important preservice education function. In addition to supporting a wide range of research projects focussed on provincial, national, and international issues in education, the Department is home to three research centres:

- The Centre for Leadership Development
- The Centre for the Study of Values and Leadership
- The International Centre for Educational Change.

To be admitted to the Department, application must be made to one of the four programs:

- Educational Administration
- Higher Education
- History of Education
- Philosophy of Education

Following brief information on a Collaborative Graduate Degree Program and an Interdepartmental Graduate Specialization in which all four TPS programs are involved, a listing is provided of each program, its faculty, degree requirements and courses.

Note: Some programs have professors emeriti who have part-time appointments. The duration of such appointments varies; please contact the Department for information on the continuing status of such appointments.

GENERAL INFORMATION

- For information about application procedures and forms contact:
  The Registrar's Office,
  Graduate Studies Admissions Unit,
  (416) 923-6641 ext. 2663/2664
  e-mail: gradstudy@oise.utoronto.ca

- For information about registration contact:
  Lynn Romero, Liaison Officer, Registrar's Office
  Graduate Studies Registration Unit,
  (416) 923-6641 ext. 2430
  lynn_romero@tednet.oise.utoronto.ca

ACADEMIC INFORMATION

- **Educational Administration**
  John Davis, Program Coordinator
- **Higher Education**
  Glen A. Jones, Program Coordinator
- **History of Education**
  Ruth Roach Pierson, Program Coordinator
- **Philosophy of Education.**
  Dwight Boyd, Program Coordinator

CHAIR OF THE DEPARTMENT

James L. Heap, Ph.D. (British Columbia)
Professor
cross-appointed to the Department of Sociology
(philosophy of educational research; social organization of literacy activities; ethnomethodology; conversation analysis; social phenomenology; organizations as learning communities)

INTERDEPARTMENTAL SPECIALIZATION

M.Ed. in Gender Equity: This Interdepartmental Specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any graduate program in the Department of Theory & Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization. For more information, see the entry on Interdepartmental Graduate Specializations, page 194 and/or contact CWSE at 923-6641, ex 2204 or by e-mail to "cprice@oise.utoronto.ca"

COLLABORATIVE GRADUATE DEGREE PROGRAM

Comparative, International and Development Education
Program Coordinator: Joseph P. Farrell
An integrated set of courses for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective is available in this program. Students are able to draw upon the faculty and other resources of four of OISE/UT's five departments. Interested students should seek further information from Joseph P. Farrell. See also pages 190 - 191 for details on this program.

EDUCATIONAL ADMINISTRATION PROGRAM

John E. Davis, Ph.D. (Toronto)
Program Coordinator
Professor Emeritus
(organizational theory and culture; small schools issues; school board studies)

Nina Bascia, Ph.D. (Stanford)
Associate Professor
(organizational and social context of teaching and administration; micropolitics of education; teachers' professional associations; teacher leadership; teacher development; educational policy analysis and program evaluation)

Paul T. Begley, Ed. D. (Toronto)
Associate Professor
(administrative values; performance appraisals; school improvement processes; leadership development)

C. Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor
(ethics in education; moral dimensions of schools; qualitative research on educational policy and practice)

David J. Corson, Ph.D. (London)
Professor, cross-appointed to Curriculum, Teaching and Learning
(language policy and planning; minority schooling, school to work; discourse and power; social research theory and methods)

Lorna M. Earl, Ph.D. (Western Ontario)
Associate Professor; cross-appointed to Curriculum, Teaching and Learning
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Denis Haché, Ph.D. (Montreal)
Associate Professor; Head, Centre de recherches en éducation du Nouvel-Ontario (CRENO), Sudbury
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

James L. Heap, Ph.D. (British Columbia)
Professor
cross-appointed to the Department of Sociology
(philosophy of educational research; social organization of literacy activities; ethnomethodology; conversation analysis; social phenomenology; organizations as learning communities)

Stephen B. Lawton, Ph.D. (California at Berkeley)
Professor
(educational finance and its social, political, and economic contexts; analysis of quantitative data; total quality management (TQM) in education)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

M. Anne Millar, M.Ed. (Queen's)
Associate Professor and Associate Dean, Preservice Programs and Laboratory Schools
(teacher education; teacher development; educational leadership; teaching in higher education)

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

James J. Ryan, Ph.D. (Toronto)
Associate Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; native and minority education)

Dennis Thiessen, Ph.D. (Sussex)
Professor; cross-appointed to Curriculum, Teaching and Learning
(program innovation; curriculum change; student and teacher perspectives; teacher development, school improvement, qualitative research, policy studies)

Rouleen Wignall, Ph.D. (Toronto)
Assistant Professor
(administrative context; health, education and educational administration; public and private life; culture/gender issues; research methodologies and ethics)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Assistant Professor
(legal context of education)

PROFESSORS EMERITI:
Alan F. Brown, Ph.D. (Alberta)
John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Mark Holmes, Ph.D. (Chicago)
Edward H. Humphreys, Ed.D. (Toronto)
Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Donald F. Musella, Ed.D. (State University of New York at Albany)
Richard G. Townsend, Ph.D. (Chicago)

ASSOCIATE PROFESSORS EMERITI:
John H. House, Ph.D. (Alberta)
E. Brock Rideout, M.Ed. (Toronto)

PROGRAM MISSION

The program is devoted to the study and development of policy, planning, leadership, and administration in education.

Several degree and non-degree programs are offered in Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

CERTIFICATE, DIPLOMA AND DEGREES

The M.Ed. and Ed.D. programs are designed to prepare practitioners for leadership careers at various levels. These programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. program is especially of interest to those considering a future in the university or in research.

Non-degree programs include the Certificate Program in School Management and the Diploma of Advanced Studies in Educational Administration, offered through the department; and the Ontario Principal Certification Program offered through the Centre for Leadership Development.

For information on the latter program, please contact:
Vashty Hawkins
Centre for Leadership Development
Room 6-123, 252 Bloor Street West
(416) 923-6641 ext. 2721

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:

a) seven years' experience as a school business official or in some other aspect of school administration;
b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely through the Educational Administration program.

All correspondence and fees should be sent to:
Paul Begley, Program Coordinator
Certificate Program
Department of Theory & Policy Studies in Education.

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1997/98, the full-time annual fee was $4,580.00 and the half-course fee was $687.00.

Program of Study

The program of study consists of:

a) TPS1040 and TPS1041, which are strongly recommended as first courses;
b) two half-courses related to school board management, which normally include TPS1017;
c) two elective courses, normally in Educational Administration.

Students may begin the program in the Summer Session (July/August) or the first or second term of the Winter Session. If full-time, the program may be completed in one Winter Session (September to April). If part-time, it may be completed through attendance in Winter and Summer Sessions.

DIPLOMA OF ADVANCED STUDIES IN EDUCATIONAL ADMINISTRATION

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact:
Paul Begley, Program Coordinator
Diploma of Advanced Studies in Educational Administration
Department of Theory & Policy Studies in Education.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Program Requirements

In addition to the general requirements in the Minimum Admission, Program and Degree Requirements section, pages 23 - 31, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
b) an interest in the study and practice of administration;
c) academic qualifications beyond the first degree;
d) two letters of reference (see Application Procedures section, pages 32 - 35). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program of Study

There are two options within the M.Ed. program in Educational Administration for all students.

Option II which is comprised of:

a) Three required half-courses -

TPS1040	Educational Administration I: The School System
TPS1041	Educational Administration II: The School System in Society
TPS1003	Introduction to Research in Educational Administration, or equivalent.

It is recommended that TPS1040 be the first course taken, followed by course TPS1041; course TPS1003 should be taken toward the end of the program;

b) five other half-courses, of which at least two must be in Educational Administration;
c) a research project and a major research paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:

a) Three required half-courses -

TPS1040	Educational Administration I: The School System
TPS1041	Educational Administration II: The School System in Society
TPS1003	Introduction to Research in Educational Administration, or equivalent.

It is recommended that TPS1040 be the first course taken, followed by TPS1041; course TPS1003 should be taken toward the end of the program;

b) three other half-courses, of which at least two must be in Educational Administration;
c) a comprehensive thesis, to be developed under the guidance of a faculty member.

Note: Applicants to Option III must have graduated with a four-year honours degree or the equivalent.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. After completing course requirements, students must continue to enrol until theses or MRPs are approved. The department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since those courses may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program in the Summer Session (July/August) or in the first or second term of the Winter Session.

OFF-CAMPUS AND DISTANCE EDUCATION COURSES (M.Ed. and Certificate students)

The department is currently offering some sections of existing courses off-campus and by audio- and computer-conferencing. The purpose is to make some Institute courses available during the first and second terms of the Winter Session to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1998 Summer Session and the 1998/99 Winter Session for continuing students will be available from the Registrar's Office, Graduate Studies Registration Unit on March 1. New applicants should apply by January 15, although later applications to off-campus courses will be considered.

For more information, contact:
P. Begley, Program Coordinator.

DOCTOR OF EDUCATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program is designed to satisfy the needs of practicing and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators.

Program Requirements

In addition to the general requirements given in the Minimum Admission, Program and Degree Requirements section, pages 23 - 31, the Educational Administration program specifies the following:

a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.
b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's
  - •achievement in identifying and solving educational problems;
  - •ability to work with people;
  - •leadership style; and
  - •awareness of current social and educational issues.
c) The applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

Those applying to the Administrator Doctoral Program option should so indicate on the Supplementary Application Form B, Item #3 of the application materials.

Program of Study

The Ed.D. program is organized into six complementary components:
a) Ed.D. core seminars, which consist of two half-courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;
b) two of the following three half-courses or their equivalent: TPS3042, TPS3043, or TPS3044. (TPS3044 is the administrative internship/ practicum program, and only an internship/ practicum program taken for credit at another university would be considered equivalent);
c) two further courses in Educational Administration at the 3000 level;

d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative program;
e) a comprehensive examination as part of the thesis proposal hearing;
f) a doctoral thesis.

A student's program of study will normally begin in the fall term. The internship/practicum, if selected, would normally be undertaken in the intersession between the second term of the Winter Session and the Summer Session (July/August); however, it can also be undertaken at other times. Successful applicants are encouraged to begin the program on a full-time basis.
The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Ed.D. Program Coordinator or the thesis supervisor.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Educational Administration program that a place will be retained for them for a maximum period of two years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE/UT admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Registrar's Office, Graduate Studies Admissions Unit, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact
J. J. Ryan, Ed.D. Program Coordinator.

ADMINISTRATOR DOCTORAL PROGRAM (Ed.D.)

The Administrator Doctoral Program is designed for full-time administrators in educational or public-sector organizations. The admission and program requirements are generally the same as those of the present Ed.D. program with some exceptions. They include the same number of required courses, the internship, the comprehensive examination as part of the thesis proposal hearing, and the doctoral thesis.

Some characteristics are unique to this program option:

- Unlike that of the regular Ed.D. program, the minimum period of full-time on-campus study will be satisfied by two four-month periods.
- To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.
- The required period of full-time, on-campus study will coincide with the scheduling of the required courses (i.e., May-August).
- Students will be in a cohort group for three of the four required courses:
  TPS3040 Administrative Theory and Educational Problems I
  TPS3041 Administrative Theory and Educational Problems II
  TPS3042 Field Research in Educational Administration.
- Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.
- Students normally will be required to participate in a supervised internship, TPS3044 Internship/Practicum in Educational Administration, unless an alternative is approved by the Ed.D. Program Coordinator or the thesis supervisor.

The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Ed.D. Program Coordinator or the thesis supervisor.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A./Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

Applicants to the program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. program would help in the attainment of future career goals.

Upon entry to the program, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A./Ph.D. Program Coordinator in the TPS department.

Program Requirements

Admission to the M.A. program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto B+ standing in the final year (see the Minimum Admission, Program and Degree Requirements section, pages 23 - 31). The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto A-. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. program for those who have completed an M.A. program within the department is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and program requirements for M.A. and Ph.D. programs are set out in the Minimum Admission, Program and Degree Requirements section, pages 23 - 31.

PROGRAM OF STUDY

MASTER OF ARTS

At least half of the required courses for an M.A. program must be completed in the program of Educational Administration. The remaining courses may be selected from those offered in the department, in other departments of OISE/UT, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

DOCTOR OF PHILOSOPHY

The program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the M.A./Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination as part of the thesis proposal hearing. A thesis is required.

For more information, contact:
M.A./Ph.D. Program Coordinator in the TPS department.

COURSES

The following list demonstrates the range of courses offered within the Educational Administration program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

TPS1003H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration. All master's candidates are strongly recommended to take this course towards the end of their program.
D.J. Corson, S.B. Lawton, S. Padro, J.J. Ryan, and R. Wignall, D. Haché, L. Earl

TPS1004H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. Padro and staff

TPS1005H The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry levels are presented, including site visits, demonstrations and guest lecturers.
S. Padro

TPS1009H Administrator School-System Relationships

A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
Staff

TPS1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

TPS1013H Supervisory Relationships

A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
Staff

TPS1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
D. Thiessen and K.A. Leithwood

TPS1017H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.

S.B. Lawton, R. Wignall and Staff

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighborhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.

Staff

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.

D.J. Corson

TPS1020H Teachers and the Administrative Process

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.

A. Hargreaves and N. Bascia

TPS1022H The Social Context of Administration

This course addresses three broad topics: the social worlds of students, teachers, and administrators in elementary and secondary schools; the organizational settings within which educational administrators work; and ethical/moral dilemmas which educators face in the day to day performance of their duties. Within each of these broad topic areas, themes such as race, culture, and gender will be explored. The course explores the interrelated worlds of practice, research, and theory. In particular, students examine the fit between theory and evidence, and assess relationships between research findings and application.

N. Bascia, E. Campbell and R. Wignall

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviors, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.

Staff

TPS1024H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures.

Staff

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
D. Haché and Staff

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
P.T. Begley

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.
N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.
M.A. Zuker

TPS1033H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process. Students will be expected to view labor/management relations in the education sector within the context of the broader Canadian industrial relations system. Topics covered include a review of the Ontario Labour Relations Act; legislation governing public-sector bargaining in Canada, especially legislation governing bargaining in schools and colleges; the collective bargaining process; the grievance procedure; and alternative conflict-resolution mechanisms. The course is designed for those who have had no previous courses in this area and no extensive experience in union/ management relations. Those who have a background in this field, either from a prior course or direct experience, should enrol in TPS1034 or TPS1035.
N. Bascia

TPS1034H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
Staff

TPS1035H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focussing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

TPS1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to change theory, total quality management, and chaos theory.
S. Padro

TPS1037H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
Staff

TPS1038H Systems Analysis for Educational Planning and Decision-Making

An introductory overview of systematic approaches to educational planning, decision-making, and improvements. Topics to be covered include: approaches to analysis of systems, project and system planning, system design, and analysis for decision-making and implementation of change. Emphasis will be on conceptual understanding of the field and on applications to educational systems at various levels.
S. Padro

TPS1039H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems--such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
S. Quazi

TPS1040H Educational Administration I: The School System

Focus is on concepts both historical and emerging significant to the understanding of education and educational administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in administration, staff development, and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on educational administration. An effort is made to connect concepts to the reality of administrative practice. All master's candidates are strongly recommended to take TPS1040 as the first course in their program followed by TPS1041.
J. Heap, J.J. Ryan, and R. Wignall

TPS1041H Educational Administration II: The School System in Society

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of education, the educational system, the school, the school system, and their administration. All master's candidates are strongly recommended to take TPS1041 after completing TPS1040.

P.T. Begley, E. Campbell, S. Padro, J.J. Ryan, and R. Wignall

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

D.J. Corson

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

K.A. Leithwood

TPS1048H Educational Leadership and School Improvement

A companion course to TPS1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

K.A. Leithwood and P.T. Begley

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

TPS3013H Dynamics of Organizational Effectiveness

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership/cathexis, consensus/conflict, eustress/distress; discovery and development of personal constructs used as hidden determinants of person-person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.
Prerequisite: TPS1017H or permission of instructor.
S.B. Lawton

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
Staff

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.
J.J. Ryan

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
A. Hargreaves and staff

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.
P. Begley and E. Campbell

TPS3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.
Staff

TPS3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.
M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
J. Ryan and Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.
Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
Staff

TPS3042H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
D.J. Corson, A. Hargreaves, and J.J. Ryan

TPS3043H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: TPS1003H or CTL2004H or SES1902H or permission of the instructor.
S.B. Lawton and S. Padro

TPS3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
P.T. Begley

TPS3047H Research Seminar on Leadership and Educational Change
The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K.A. Leithwood

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level
Description as for TPS1052H.

HIGHER EDUCATION PROGRAM

Glen A. Jones, Ph.D. (Toronto)
Program Coordinator
Associate Professor
(systems and politics of higher education in Canada)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology and Equity Studies in Education
(faculty and students in higher education)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor (on leave 1997 - 2000)
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor, and Associate Dean, Research and Field Activities, OISE/UT
(cognitive psychology; learning and learning systems in higher education)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor
(professional education; sociology of the professions)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Saeed Quazi, Dip.T. & R.P. (Toronto)
Associate Professor Emeritus
(strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

Michael L. Skolnik, B.Phil. (Oxford)
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

ASSOCIATED INSTRUCTORS:

Paul Axelrod, Ph.D. (York)
Professor, Division of Social Science, York University
(history of higher education in Canada)

P. Niall Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Michael Cusimano, Ph.D. (Toronto)
Assistant Professor, Department of Surgery, University of Toronto
(measurement of clinical competence)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law and President, University of Toronto
(Canadian higher education, public policy formation)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Assistant Professor
(the law and higher education)

PROFESSORS EMERITI:
Willard Brehaut, Ed.D. (Toronto)
George L. Geis, Ph.D. (Columbia)
John W. Holland, Ph.D. (Syracuse)
Cicely Watson, Ph.D. (Harvard)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in Higher Education. The general requirements for these degrees are outlined in the Minimum Admission, Program and Degree Requirements section, pages 23 - 31. The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada.

MASTER OF EDUCATION

Students in Higher Education will be required to pursue the **Option I** M.Ed. degree program (ten half-courses plus a written general comprehensive examination). However, those students who are in the health professional education specialization are required to register in the M.Ed. **Option II** program. All M.Ed. students who began their program after April 1, 1991, must pass the comprehensive examination. All students are required to complete course TPS1803.

Additional information on the health professional education specialization can be obtained from Professor Jamie-Lynn Magnusson.

MASTER OF ARTS

Admission to the Master of Arts degree program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto **mid-B** standing in the final year. The M.A. program consists of eight half-courses, a general written comprehensive examination, and a thesis. Additional courses may be required of some applicants. All students are required to complete course TPS1803.

DOCTOR OF EDUCATION

Requirements include:
a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree, which may be taken full-time or part-time. Normally they will include TPS1803 and at least three other half-course equivalents in Higher Education;
b) a written comprehensive examination;
c) a thesis reporting the results of original research.

DOCTOR OF PHILOSOPHY

Requirements include:

a) six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half- courses will include four in Higher Education. The remaining two half-courses may be selected from this program, or from any department of OISE/UT, or from another graduate department of the University of Toronto, with the approval of the faculty advisor. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include TPS1803;

b) a written comprehensive examination;

c) a thesis reporting the results of original research.

COLLABORATVE MASTER'S AND DOCTORAL PROGRAM

Collaborative Graduate Program in Comparative, International and Development Education

Interested Higher Education Program students may also enrol in the Collaborative Graduate Program in Comparative, International and Development Education (see Collaborative Programs, pages 190 - 191)

COURSES

The following list demonstrates the range of courses offered within the Higher Education program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.

Staff

TPS1802H Research Seminar in Higher Education in Canada

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1801F may be waived.

Staff

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyse major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.

P.N. Byrne

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college." Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.

Staff

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.

G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.

S. Quazi and D.W. Lang

TPS1808H Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods

with the objective of enabling students to propose implementable research projects. The course is designed for students enrolled in the M.Ed. specialization in health professional education.
Staff

TPS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behavior in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
Staff

TPS1811H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus complements 1807H, which has a systems focus.
S. Quazi and D.W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneural university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.
L. Muzzin

TPS1814H Curriculum in Institutions of Higher Education

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
J. L. Magnusson

TPS1815H Teaching in Institutions of Higher Education

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

TPS1816H Conceptions of Learning in Higher Education

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
J. L. Magnusson

TPS1818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R.G. Tiberius

TPS1819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.
M. Skolnik

TPS1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE/UT course schedules.

Staff

TPS1821H Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education and identify factors that contribute to differentiation within and between sectors.

M.L. Skolnik

TPS1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

Staff

TPS1823H Research Seminar in the Idea of the University and the College

Students who have taken TPS1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of TPS1822F may be waived.

Staff

TPS1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

S. Quazi and D.N. Wilson

TPS1825H Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.

J. Pan

TPS1826H Comparative Higher Education: Part II

This course is a continuation of 1825F, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.

J. Pan

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
J. L. Magnusson

TPS1830H Systematic Educational Planning for the Health Professions: Part One: Overview

This course introduces a systematic approach to planning, implementing, and evaluating programs in health professional education. Assessment of learning needs, setting learning objectives, selecting learning methods and evaluating student performance and the program are stressed, as are the goals of maximizing student learning and implementing change.
Self-instructional modules, home assignments, application to a personal project and small group peer discussion are used to meet course objectives.
Staff

TPS1831H Systematic Educational Planning for the Health Professions: Part Two - Further Development

This course is a continuation of Part One. It builds on the systematic educational planning model introduced in part one. Students have the opportunity for more in depth study of concepts related to implementing curricular reform in the health professions, specifically in the area of selection and development of learning methods to improve learning outcomes, and on development of valid student and program evaluation methods. Further development of a major educational project is once again a focal point, along with facilitated discussion and study using self-instructional modules and supplementary resources.
Staff

TPS1835H Planning Instruction and Curriculum: Perspectives and Approaches

Participants in the course will examine in detail a commonly employed heuristic for designing courses and contrast this "prescription" with descriptive reports of why and how professors actually develop courses. Critical questions to be explored include: What are the potential decisions that course developers can make? And: What major influences affect those decisions? As part of the course work participants will conduct interviews with professors.
Staff

TPS1840H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
Staff

TPS1841H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, accountability and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. After presenting theories of planning and resource allocation in the public sector, the course will illustrate them through particular case studies.
D.W. Lang

TPS1842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human-resources aspects of planning in higher education.
Staff

TPS1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

TPS3801H Research Methods in Higher Education (Pass/Fail)
This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
A. Hildyard and Staff

TPS3806H Case Studies in Comparative Higher Education
This is a seminar course designed for students interested in the comparative study of higher education.
Staff

TPS3807H The University under Communism
This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system.
R.E.S. Hayhoe

TPS3810H International Academic Relations
This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level
Description as for TPS1820H.
Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level
Description as for TPS1852H.

HISTORY OF EDUCATION PROGRAM

Ruth Roach Pierson, Ph.D. (Yale)
Program Coordinator
Professor, jointly appointed to Sociology and Equity Studies in Education
(history of women and women's education; history of feminism and feminist historiography; history of educational policy)

David Levine, Ph.D. (Cambridge)
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Cecilia Morgan, Ph.D. (Toronto)
Assistant Professor
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

PROFESSORS EMERITI

Willard Brehaut, Ed.D. (Toronto)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in History of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

In addition to the Minimum Admission, Program and Degree Requirements (see pages 23 - 31), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Students may participate in interdisciplinary programs in which History faculty are involved; e.g., Women's Studies/Feminist Studies (see sections Interdepartmental Graduate Specializations, pages 192 - 196 and Graduate Interdisciplinary Research Foci, pages 197 - 200).

Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies, which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the Collaborative Program.

As well, interested History students may enrol in the Collaborative Program in Comparative, International and Development Education, (see pages 190 - 191).

MASTER OF EDUCATION

The M.Ed. degree in History of Education is pursued under Option II (eight half-courses plus a major research project/ paper). (See the Minimum Admission, Program and Degree Requirements section, pages 23 - 31, for admission and other program requirements.) Students are expected to take at least four half-courses in the History of Education, one of which must include Course TPS1460.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Some M.Ed. students in History of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE/UT or the University of Toronto. Such students may enrol in the M.Ed. for Special Purposes and, with permission, take as few as three half-courses in this program.

DOCTOR OF EDUCATION

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 23 - 31, for admission and program requirements.) Applicants to this program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than history of education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A.) consist of eight half-courses, a year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core program includes two mandatory Ed.D. seminars (TPS3490F and TPS3491S), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the resident year.

All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from amongst History of Education course offerings and those accepted for credit in this degree program. (See pages 176 - 180.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantive content. (See Minimum Admission, Program and Degree Requirements section, pages 23 - 31 for admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a six half-course (plus thesis) program. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

CORE COURSE REQUIREMENTS

Candidates for the M.A., Ed.D. and Ph.D. degrees in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree in History of Education are required to take TPS1460.

RESEARCH FOCI

To guide students in selecting their research areas of interest, the History of Education program offers the following thematic foci:

Feminist Studies

SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1488, 3417 and 3418.

History of Women and the Family in Education

TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education

TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling

TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling

TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

COURSES

The following list demonstrates the range of courses offered within the History of Education program. Not all of the courses listed are offered in any given year.

A course is identified with the History of Education program when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that in this program the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this program are normally open to students in other programs as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.

D. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.

H.M. Troper

TPS1402H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871-1945 provides a case in point.

R.R. Pierson

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education." Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).

E.M. Smyth

TPS1405H History of Education and Society: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which historical scholarship is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.

D. Levine and H.M. Troper

TPS1407H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.

D. Levine

TPS1408H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that

engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

TPS1412H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
A. Prentice

TPS1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
E.M. Smyth

TPS1418H The Role of Education in Theories of Women's Emancipation: I

Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
R.R. Pierson

TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education. 1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.
D. Levine

TPS1420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

TPS1421H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
D. Levine and R.R. Pierson

TPS1422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

TPS1424H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H.M. Troper

TPS1425H Class Formation and Its Relation to the Schools

A review of selected topics and themes in the history of working people and the schools, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. This course will examine areas such as working-class communities' relationships to schools, the moral regulation of working-class students, and the class position and identities of teachers. We will also explore alternative forms of working-class schooling, such as adult education, and themes in popular culture. We will also examine areas such as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.
C. Morgan

TPS1426H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
C. Morgan

TPS1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H.M. Troper

TPS1448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. Topics that will be covered include the impact of the growth of literacy and the spread of the popular press, consumption and advertising, and commercial exhibitions and museums as sites of popular education. We will also explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
C. Morgan

TPS1452H Individual Reading and Research in the History of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1460H History and Educational Research

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational

history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

TPS1461H Special Topics in History and Philosophy of Education
A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3418H The Role of Education in Theories of Women's Emancipation: II
This course is designed as a follow-up to TPS 1418H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R.R. Pierson

TPS3423H Education and Family Life in the Modern World: II
This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focussed upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: TPS 1422H or permission of instructor.
D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics
A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: TPS 1428H, TPS 1429H, or permission of instructor.
H.M Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level
Description as for TPS1452H.
Staff

TPS3461H Special Topics in History and Philosophy of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History and Philosophy of Education: I
Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the History and Philosophy of Education: II
See description for course TPS 3490H.
Staff

TPS3494H Doctoral Practicum in the History and Philosophy of Education: I
Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the History and Philosophy of Education: II
See description for course TPS 3494H.
Staff

The following courses are accepted for credit in the four History of Education degree programs.

(see next page)

Higher Education (see pages 169 and 171)
TPS1801H The History of Higher Education in Canada: An Overview
TPS1820H The University in an International Context: Ethics, Human Rights, Politics
TPS1822H The Idea of the University and the College

Sociology and Equity Studies in Education
SES1904H Sociological Theory in Education
SES1983H Gender and Historical Sociology

PHILOSOPHY OF EDUCATION PROGRAM

Dwight R. Boyd, Ed.D. (Harvard)
Program Coordinator
Professor, cross-appointed to Sociology and Equity Studies in Education
(moral education; ethical issues in education; philosophical issues related to gender in education; critical social philosophy of education)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from Curriculum, Teaching and Learning
(values education; worldview education; theory of schooling; teacher development; school renewal)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed to Curriculum, Teaching and Learning
(literary theory and literature education; aesthetics and education; feminist criticism, aesthetics and pedagogy; musical aesthetics in education)

Thomas Goodenough, M.A. (Alberta)
Associate Professor, Scarborough Teacher Education Centre
(philosophy, computer studies, history of primary education)

Dieter Misgeld, Dr. Phil. (Heidelberg)
Professor, cross-appointed to the Departments of Philosophy and of Political Science, University of Toronto
(human rights theory and practice; citizenship and democratic development; human rights education in an international context; contemporary social theory)

E. Christopher Olsen, Ph.D. (London)
Associate Professor
(philosophical foundations of cognitive science; philosophy of mind; theory of knowledge; theory of human action; developmental epistemology and learning environments; teaching philosophy in elementary and secondary schools)

PROFESSORS EMERITI
John A. Eisenberg, A.M. (Pennsylvania)
Malcolm A. Levin, Ed.D. (Harvard)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in Philosophy of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

In addition to the Minimum Admission, Program and Degree Requirements (pages 23 - 31), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Students may participate in several interdisciplinary programs and centres in which Philosophy faculty are involved. These include Women's Studies/Feminist Studies, Transformative Learning, (see sections: Interdepartmental Graduate Specializations, pages 192 - 196 and Graduate Interdisciplinary Research Foci, pages 197 - 200).

Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies, which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the Collaborative Program.

As well, interested students may enrol in the Collaborative Program in Comparative, International and Development Education, (see pages 190 - 191).

MASTER OF EDUCATION

The M.Ed. degree in Philosophy of Education is pursued under **Option II** (eight half-courses plus a major research project/ paper). (See the Minimum Admission, Program and Degree Requirements section, pages 23 - 31 for admission and other program requirements.) Students are expected to take at least four half-courses in Philosophy of Education.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Some M.Ed. students in Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE/UT or the University of Toronto. Such students may enrol in the M.Ed. for Special Purposes and, with permission, take as few as three half-courses in this program.

DOCTOR OF EDUCATION

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 23 - 31, for admission and program requirements.) Applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than Philosophy of Education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A.) consist of eight half-courses, a year of required full-time study on campus and a thesis. Preferably, the resident year should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core program includes two mandatory Ed.D. seminars (TPS3490F and TPS3491S), normally taken during the resident year. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the resident year.

All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a one-year program comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from amongst Philosophy of Education course offerings and those accepted for credit in this degree program. (See pages 182 - 188.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantial content. (See Minimum Admission, Program and Degree Requirements section, pages 23 - 31 for admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a six half-course (plus thesis) program. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in philosophy of education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial philosophy of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

All Ph.D. candidates are required to write a comprehensive examination.

CORE COURSE REQUIREMENTS

Candidates for the M.A., Ed.D. and Ph.D. degrees in Philosophy of Education are required to take Course TPS1440 unless it (or an equivalent) has been taken previously.

RESEARCH FOCI

To guide students in selecting their research areas of interest, the Philosophy of Education program offers the following thematic foci:

Feminist Studies
SES1983 and TPS courses: 1426, 1439, 1462, 1488, 3417and 3418.

Human Rights, Politics, and Education
TPS courses: 1433, 1434, 1435, 1442, 1444, 1449, 1480.

Literature, Music, the Arts, and Education
TPS courses: 1436, 1459, 1462, 1484, 1485, 1487, 1488, 3417, 3436, 3447.

Morals/Values, Social Issues, and Education
TPS courses: 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 1489, 3441, 3443.

Note: Master of Religious Education (M.R.E.) students may enrol concurrently in the M.Ed. program and, upon completion of the M.R.E., receive transfer credits (from an approved list of courses) for up to half of the M.Ed. course requirements. M.R.E. students seeking full transfer of credits (four) to the M.Ed. in Philosophy of Education must take either TPS1480 or TPS1481.

Theories of Knowledge, Cognitive Science, Technology, and Learning
TPS courses: 1234, 1431, 1432, 1436, 1437, 1447, 1450, 1459.

COURSES

The following list demonstrates the range of courses offered within the Philosophy of Education program. Not all of the courses listed are offered in any given year.

A course is identified with the Philosophy of Education program when the first two digits in the course number are 14 or 34. It should be noted that in this program the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this program are normally open to students in other programs as well.

TPS1431H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E.C. Olsen

TPS1432H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E.C. Olsen

TPS1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E.C. Olsen

TPS1434H Human Rights, Politics, and Education

An introduction to human rights theory and practice with reference to major political, social, and educational issues in our times. The connections between human rights, democratic development, and education will be considered in an international context.
D. Misgeld

TPS1435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.
D. Misgeld

TPS1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.
D. Misgeld

TPS1437H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
E.C. Olsen

TPS1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
D.R. Boyd

TPS1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focussing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Kant, Dewey, Russell, and Whitehead, as well as some recent traditions, such as critical theory and analytic philosophy.
Staff

TPS1441H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.

D.R. Boyd

TPS1442H Moral Dimensions of Educating within Commitments to Diversity

This course will focus on moral problems that arise when educators take seriously commitments to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.

D.R. Boyd

TPS1444H Human Rights and Education in an International Context

How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined. This course has no prerequisites and is open to students not specializing in Philosophy of Education.

D. Misgeld

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.

D.R. Boyd

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

Staff

TPS1449H The Theory of Law and the Teaching of Law in the Schools

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.

Staff

TPS1450H Philosophy of Science and Science Education

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.

Staff

TPS1451H Theories of History and Social Inquiry in Education

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
Staff

TPS1452H Individual Reading and Research in the History of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1459H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
Staff

TPS1461H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS1462H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education. with an emphasis on feminist concerns pertaining to literary interpretation and pedagogy including authorial voice, identification, the ethics of literary reading, and the relationship between educational goals and a feminist literary consciousness.
D. Bogdan

TPS1470H Teaching and School Renewal

This course is designed for those interested in where schooling should be going today and what form life in classrooms and schools should take. No background in philosophy of education is required. The everyday problems facing teachers will be considered, with special attention to the concerns of elementary schooling.
C.M. Beck

TPS1471H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each time (examples are destreaming initiatives, court cases about teaching religion in schools, governance and control, and the development of the "common curriculum"), and an effort is made to have as guest speakers practitioners from the

field who are actively dealing with the issue. The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyse some of the underlying philosophical questions.
D.R. Boyd

TPS1480H Religious Pluralism and Education

An examination of major concepts and issues in religion and religious education today, from a "multi-faith" and pluralistic perspective. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C.M. Beck

TPS1481H Worldview Education

This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.
C.M. Beck

TPS1482H The Nature and Development of Religious Knowledge in Education

An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E.C. Olsen

TPS1484H Philosophy of Literature and Literature Education

An examination of the philosophical underpinnings of reader-response theory, broadly defined. Topics address the epistemology of literary response and its moral/aesthetic/ideological implications and include the relationship of structuralism, poststructuralism, and feminist literary theory to the classroom treatment of literary reading.
D. Bogdan

TPS1485H Literature and Values in Education

An examination of the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, and a critique of Frye's concept of the educated imagination from a feminist perspective.
D. Bogdan

TPS1487H Critical Discourses of Musical Experience and Education

This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of western art music from the perspective of the informed listener/audience as educator. It seeks to forge a critical discourse for exploring the ontological, psychological, ethical, social, and political dimensions of musical experience.
D. Bogdan

TPS1488H Feminist Theory, Musical Experience, and Music Education

This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
D. Bogdan

TPS1489H Way of Life Education

This course is concerned with how to develop a "way of life" as distinct from a value system or worldview. The components of a way of life are discussed, and related to specific life areas such as friendship, family, work, leisure, and community. Students may write a theoretical paper or develop a curriculum unit for "way of life education" at the school or adult level.
C.M. Beck

TPS3417H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics, who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register. Limited enrolment.
D. Bogdan

TPS3436H Aesthetics and Education

This course examines education as an aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.
D. Bogdan

TPS3441H Research Seminar in Moral Education: Part I

Advanced seminars based on topics covered by TPS1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II

Advanced seminars based on topics covered by TPS1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

TPS3447H Critical Theory as a Theory of Modernity and Education: I

An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas' work. The central issue will be the relation between Habermas' critical theory, as the theory of modernity, and various critiques of this position. The significance of critical theory for educational thought will also be considered.
Prerequisite: Permission of instructor.
D. Misgeld

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS1452H.
Staff

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for TPS1453H.
Staff

TPS3461H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History and Philosophy of Education: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the History and Philosophy of Education: II

See description for course TPS3490H.
Staff

TPS3494H Doctoral Practicum in the History and Philosophy of Education: I

Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the History and Philosophy of Education: II

See description for course TPS3494H.
Staff

NOTE: The following courses are accepted for credit in the four Philosophy of Education degree programs. For descriptions, see relevant department course listings.

(see next page)

Adult Education, Community Development and Counselling Psychology

AEC1116H Learning Values in Adulthood
AEC1174H Teachers as Thoughtful Practitioners

Curriculum, Teaching and Learning

CTL1001H Values and Schooling
CTL1101H Arts and Education: Practice and Theory

Human Development and Applied Psychology

HDP1234H Foundations of Cognitive Science

Higher Education Program (see page 171)

TPS1820H The University in an International Context: Ethics, Human Rights, Politics
TPS1822H The Idea of the University and the College

COLLABORATIVE GRADUATE DEGREE PROGRAMS

MASTER OF EDUCATION IN ENVIRONMENTAL STUDIES

OISE/UT and the Institute of Environmental Studies (U. of T.) have initiated a collaborative M.Ed. degree. This program is administered in the Department of Adult Education, Community Development, and Counselling Psychology in cooperation with the Department of Sociology and Equity Studies in Education and in collaboration with the Community, International and Transformative Learning Specialization.

The arrangement is for students to take between two and four half-credit courses from among the graduate coursed listed with the Institute of Environmental Studies. Courses of particular interest include:

IES1001F	Environmental Decision-making
IES1002S	Environmental Management Case Studies
IES1202S	Environmental Issues in Developing Countries
IES1700F	Environmental Economics
IES1701F	Environmental Laws
IES 705F	Corporate Perspectives on the Environment
JPY1201S	Politics, Bureaucracy and the Environment
MIE1901F	Technology, Society and the Environment

Internships for students in this program are sometimes available through the Institute for Environmental Studies.

For further information please contact:

Edmund O'Sullivan, Adult Education, Community
Development and Counselling Psychology
Telephone: (416) 923-6641 ext. 2592

Margrit Eichler, Sociology and Equity Studies
Telephone: (416) 923-6641 ext. 2276

Roger Hansell, Graduate Coordinator
Institute of Environmental Studies
Telephone: (416) 978-6409

COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

This Collaborative Graduate Program provides the opportunity for students enrolled in any of the four participating departments, while meeting all of the requirements for a degree from that department, to also receive a certification on their transcript as "Specialist in Comparative, International and Development Education".

The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.

This Program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems from which many learners come in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. It is available to students enrolling in the M.Ed., M.A., Ed.D., Ph.D. programs in each of the four cooperating departments:

- Adult Education, Community Development and Counselling Psychology (Adult Education and Community Development program)
- Curriculum, Teaching and Learning
- Sociology and Equity Studies in Education
- Theory & Policy Studies in Education.

Academic coordination is provided by the Comparative, International and Development Education Centre (CIDEC). This Centre also provides a “gathering place” to connect students and faculty with comparative and international education interests throughout the Institute via a seminar series, print and electronic newsletters, a Resource Centre, and a small lounge.

Admission Requirements

Applicants should apply to the appropriate degree program in whichever of the four collaborating departments corresponds most closely to their general background and interests, clearly noting on the Supplementary Application Form B, Item #3 their interest in the Comparative, International and Development Education Collaborative Program. (It is possible to apply to more that one department, rank ordering departmental preferences on the application form.) Applicants should also send a copy of this form to the Comparative, International and Development Education Program Coordinator (see below). In addition to meeting the minimum OISE/UT requirements (see Minimum Admission, Program and Degree Requirements section, pages 23 - 31), and departmental requirements as outlined elsewhere in this Bulletin, applicants to this Collaborative Program are ordinarily expected to have had at least one to two years experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults). Prospective applicants are **strongly advised** to contact the Collaborative Program Coordinator in advance of submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this Program, and its suitability to their own learning goals.

Program Requirements

Individual student programs must meet the requirements of both their home department (as outlined elsewhere in this Bulletin) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load. Collaborative Program requirements include course selections from the Comparative, International and Development Education basic and specialization courses (distributed within and across the collaborating departments), regular participation in, and contribution to the CIDEC Seminar Series, and (depending upon the degree program and department) preparation of a thesis, research paper, or comprehensive paper related to Comparative, International and Development Education, as certified by a participating faculty member from the home department.

(see next page)

Faculty Advisors
Students will be advised principally by faculty from their home department who also participate in the Collaborative Program. They may also seek advice and information from the Comparative, International and Development Education Centre. Core participating faculty include: B.L. Hall and A. Thomas (AECDCP); F.M. Connelly, J.P. Farrell and D.N. Wilson (CTL); G. Dei, D.W. Livingstone and C.P. Olson (SESE); R. Hayhoe and D. Misgeld (TPS)

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home department.

The roster of participating faculty, and the courses they teach, is being expanded as a consequence of the recent re-organization of OISE/UT. This process is on-going.

A complete and up-to-date list of participating faculty and Comparative, International and Development Education courses, plus details of the Collaborative Program requirements, can be obtained from:

The Program Coordinator
Joseph P. Farrell, Head
Comparative, International, and Development
Education Centre (CIDEC)
Telephone: (416) 923-6641 ext. 2361
e-mail: jfarrell@oise.utoronto.ca

INTERDEPARTMENTAL GRADUATE SPECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization which involves two or more OISE/UT departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the five interdepartmental specializations described in this section have been formally established.

Students must still apply to a specific department, but those interested in enroling in an interdepartmental specialization should so indicate on the Supplementary Application Form B, Item #3.

ABORIGINAL EDUCATION

(pending approval)

This specialization will support interests in Aboriginal Learning and Teaching in a collaboration with the Sociology and Equity Studies and Curriculum, Teaching and Learning Departments. The Indigenous Education Network (IEN) is the OISE/UT-wide forum for students and faculty to share common interests. The IEN office and the Aboriginal student caucus offices are located in the department of Adult Education, Community Development and Counselling Psychology. (See also pages 44 and 138)

For further information, contact:

Dr. George Burns, Head
Midnorthern/Northeastern Centre
Sudbury, Ontario P3C 3E9
Telephone: (705) 674-8442
FAX: (705) 671-1582
e-mail: gburns@oise.utoronto.ca

ADAPTIVE INSTRUCTION

The Departments of Curriculum, Teaching and Learning; and Human Development and Applied Psychology offer an interdepartmental specialization in Adaptive Instruction. This program examines issues related to the learning characteristics and education of students with diverse needs in the regular classroom. Candidates selecting this specialization develop an understanding of developmental diversity and instructional strategies that make learning accessible to children and adults with special needs. The impact of heterogeneous classrooms on teachers and teaching is considered.

For details, see the Adaptive Instruction section under each of the above participating department's listings, pages 73 and 118.

Admission Requirements

Applicants are admitted to one of the departments and must meet the admission requirements of that department. They should indicate "Adaptive Instruction" as their area of specialization on their application form.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Adaptive Instruction interdepartmental specialization: E. Geva, T. Humphries, A. Jordan, D. Keating, P. Lindsay, C.R. Musselman, U. Shafrir, P. Stanovich, K. Stanovich, J. Wiener and D. Willows.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE/UT links faculty and students from diverse fields who share an interest in the rapidly developing field of cognitive science. Students can specialize in Applied Cognitive Science through master's and doctoral programs. Individualized programs are designed in consultation with cognitive science faculty in the departments of Human Development and Applied Psychology and Curriculum, Teaching and Learning. Student programs are coordinated by faculty in the Centre for Applied Cognitive Science and may consist of courses offered throughout OISE/UT as well as courses offered by the broader cognitive science community of the University of Toronto, which includes members of the departments of Computer Science, Linguistics, Philosophy, and Psychology. Among the strengths of the Applied Cognitive Science specialization is the variety of programs, scholars, research laboratories, graduate seminars, interdisciplinary projects, and computing facilities to which it provides access.

Applied Cognitive Science is a research-oriented pecialization, emphasizing an apprenticeship pproach. Accordingly, whether students plan n academic research career or a career in a more applied setting, they are encouraged to nvolve themselves in research programs of members of the Centre for Applied Cognitive cience. These research programs cover a wide range of efforts to improve education by extending scientific understanding of the human mind. Applied Cognitive Science is broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental life.

Admission Requirements

Applicants must meet admission requirements of a participating department. They must indicate their interest in this specialization on their application form.

Program Requirements

Individual student programs must meet the requirements of both the home department and the Applied Cognitive Science specialization. Normally, a careful selection of courses will satisfy this stipulation, without any additional courseload.

Where required, doctoral students take comprehensive examinations, planned with a representative of the home department, so as to meet both departmental and Applied Cognitive Science requirements.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Applied Cognitive Science interdepartmental specialization: M. Scardamalia (CTL); J.W. Astington, C. Bereiter, R. Case, D. Keating, M. Lewis, P. Lindsay, K. Oatley, D.R. Olson, K.E. Stanovich and E. Woodruff (HDAP).

In selecting a thesis supervisor, however, students are not restricted to faculty from the home department.

Courses

Students are encouraged to refer to program requirements within their home department. Courses of possible interest include: CTL1005, CTL1803, and CTL1921; HDP1234, HDP1237, HDP1249, HDP1270, HDP3203, HDP3209, HDP3229, HDP3230, HDP3237 and HDP3282.

Other relevant courses, including courses from other departments in the university, may be counted toward requirements with approval of the faculty advisor and the OISE/UT Registrar's Office, Graduate Studies Registration Unit.

GENDER EQUITY IN EDUCATION

The M.Ed. in Gender Equity in Education is designed as a specialization for educators who are interested in the professional applications of women's studies in schools. Though it is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE/UT programs. Students may take the M.Ed. specialization in Gender Equity in Education in combination with the listed programs offered by the following departments:

Curriculum, Teaching and Learning
- Curriculum
- Teacher Development

Sociology and Equity Studies in Education

Theory & Policy Studies in Education
- Educational Administration
- Higher Education
- History of Education
- Philosophy of Education

The basis for this specialization includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in OISE/UT library and in the Women's Educational Resources Centre. The CWSE provides support and facilities to students taking this specialization.

Admission Requirements

Applicants are admitted to one of the departmental programs listed above. They must indicate "Gender Equity in Education" as their area of specialization (see Supplementary Application Form B, Item #3). The specialization is especially appropriate for students who are working teachers or otherwise professionally active as educators.

Program Requirements

At least three courses must be taken in the Gender Equity in Education specialization. One of these, "Gender Equity in the Classroom" (taught in the Department of Sociology and Equity Studies in Education), is required. The remaining two may be selected from the list of courses below. Individual student programs must otherwise meet the requirements of the department and in which they are registered.

Faculty Advisors

Students will be advised by faculty advisors from their home Department. Staff at CWSE will also be available. In M.Ed. programs which include a Major Research Paper, the Head of the Centre for Women's Studies in Education will be available to supervise. Students are advised to contact staff at the CWSE early in their program to learn more about the specialization and about the support and facilities available to them through the Centre.

Caralee Price at CWSE
Telephone: 923-6641, ext. 2204
e-mail - cprice@oise.utoronto.ca
http://www.oise.utoronto.ca/projects/inclusive

Paula Bourne, Coordinator of CWSE
Telephone: 923-6641, ext. 2368
e-mail - pbourne@oise.utoronto.ca

Courses

Courses that may be counted toward the specialization in Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1347, CTL1799, CTL1840, CTL4803; SES1920, SES1951, SES1953, SES1982, SES1987, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1439, TPS3418 and TPS3029.

TRANSFORMATIVE LEARNING

The Transformative Learning interdepartmental specialization involves faculty and students from several OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments: Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Theory & Policy Studies in Education; and Sociology and Equity Studies in Education.

The specialization is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the specialization its members have links with the International Institute for Global Education, the Faculty of Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Admission Requirements

Applicants must meet the admission requirements of a participating OISE/UT department. (It is possible to apply to more than one department, rank ordering department preferences on the application form.) Applicants must indicate their interest in the Transformative Learning specialization on the Supplementary Application Form B, Item #3.

Program Requirements

Normally, half of a student's courses must be taken in the home department and half in the Transformative Learning specialization. Usually, because of overlap between departmental and specialization course offerings, it is possible to meet this requirement and still take courses elsewhere. Students can take more than the minimum required number of courses in their home department and in the specialization. In cases where the home department requires a comprehensive examination and major research paper or a thesis, these will as far as possible be conducted or supervised by faculty involved in the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Transformative Learning specialization.
B. L. Hall, A. R. Miles, S. Mojab, J. Quarter, and E. V. O'Sullivan (AECDCP); K. Bickmore, J. Miller, and R. I. Simon (CTL); G. Dei, M. Eichler, D. Livingstone, and D. Misgeld (TPS).

A student's thesis supervisor need not be from the home department. However, at least one thesis committee member must be.

Courses

Courses that may be counted toward the specialization in Transformative Learning include: AEC1105, AEC1111, AEC1131, AEC1136, AEC1143, AEC1144, AEC1146, AEC1148, AEC3116, and AEC3119; CTL1110, CTL1207, CTL1301; SES1900, SES1903, SES1909, SES1920, SES1921, SES1922, SES1924, and SES2914; TPS1405, TPS1420, TPS1422, TPS1428, TPS1429, TPS1434, TPS1444, TPS1481, TPS1489, TPS4323, and TPS3428.

WOMEN'S STUDIES/FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs in most of OISE/UT's departments. Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs include courses at OISE/UT and at other departments of the University in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this specialization include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Centre, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program. **Note** that there is also an interdepartmental specialization - the M.Ed. in Gender Equity in Education - which is coordinated by the Centre for Women's Studies in Education. (See page 194.)

Admission Requirements

Applicants must meet the admission requirements of a participating department. They must also indicate Women's Studies/Feminist Studies on the Supplementary Application Form B, Item #3. Students with undergraduate degrees or course-work in women's studies are especially strong applicants for this specialization.

Program Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: A. R. Miles, S. Mohab and M. A. Schneider (AECDCP); J. Aitken (CTL); S. Acker, K. Bickmore, K. Dehli, M. Eichler, H. Lenskyj, R. Ng, R. R. Pierson, S. Razack, K. Rockhill and D. E. Smith (SESE); N. Bascia, D. Bogdan and C. Morgan (TPS); E. Smyth (N.W. Centre).

In selecting a thesis supervisor, students are not restricted to faculty from their home departments. Students are advised to contact Helen Lenskyj (SESE), the coordinator of the Women's Studies/Feminist Studies interdepartmental specialization, early in their program.

Courses

A complete listing of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a brochure available from the Centre for Women's Studies in Education.

GRADUATE INTERDISCIPLINARY RESEARCH FOCI

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE/UT which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas should so specify on the Supplementary Application Form B, Item #3.

The foci described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideologies; education and the labour market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: A. Miles and J. Quarter (AECDCP); K. Bickmore, D. Bogdan, C. Conle, D. Corson, J.P. Cummins, D. Gérin-Lajoie, T. Goldstein, D. Hodson, J. Iseke-Barnes, M. Kooy, R. Morgan, E. O'Sullivan, E. Pedretti, D. Selby and R.I. Simon, (CTL); S. Acker, G. Burns, K. Dehli, G. Dei, M. Heller, H. Lenskyj, D.W. Livingstone, R. Ng, C.P. Olson, S.H. Razack and K. Rockhill (SESE); C. Morgan (TPS).

Interested students may consult K. Dehli.

ÉTUDES EN FRANÇAIS

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le centre de recherches en éducation franco-ontarienne, offre un programme multidisciplaire de M.Ed. qui s'intitule «Études franco-ontariennes en éducation» et qui se donne entièrement en français par le biais de l'éducation à distance. Trois cours sont obligatoires. Il s'agit des cours CTL1000 *Fondements des programmes scolaires*, SES1900 *Introduction à la sociologie de l'éducation* et un cours de méthodes de recherche (quantitative, CTL2007 ou qualitative, CTL1306). Quelques cours sont aussi offerts sur place à Toronto. Il est à noter que le programme à distance est ouvert également à la clientèle étudiante de Toronto.

Pour de plus amples détails sur les cours de ce programme, veuillez consulter les sections «Department of Curriculum, Teaching and Learning» et «Department of Sociology and Equity Studies in Education». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage. Pour tout renseignement, veuillez contacter le *Bureau de la coordonnatrice de la programmation en français* au poste 2290, ou le *Bureau du registraire de l'IEPO/UT*, au poste 2608.

FOUNDATIONS OF EDUCATION AND SOCIETY

This focus will offer mature professionals an opportunity to pursue an interdisciplinary master's level degree together with an intellectual peer community. As currently envisioned, course offerings will combine a broadly-based portfolio of courses in social sciences and humanities, examining major issues in contemporary education and society. The heart of this planned focus will be a unique opportunity for the student cohort to consider these issues in a special seminar setting. Interested students are encouraged to contact:

Prof. Harold Troper, Department of
Theory & Policy Studies in Education
Telephone: (416) 923-6641 ext. 2512
e-mail: htroper@oise.utoronto.ca

GLOBAL EDUCATION

Global education is an holistic paradigm of education predicated upon the interconnectedness of communities, lands and peoples, the interrelatedness of all social, cultural and natural phenomena, the interlocking nature of past, present and future and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of citizenship, development, equity, health, peace, social justice, and environmental sustainability. Its scope encompasses the personal, the local, the regional and bioregional, the national and planetary. Congruent with its precepts and principles, its methodology is experiential, interactive, learner-centred, democratic, convivial, participatory and change-oriented.

Work in curriculum and professional development is undertaken with K-12 teachers and in non-formal and adult/community educational settings.

Teaching, research and development work are undertaken across Canada and in partnership with universities, non-governmental organizations and ministries of education in the developing world (often under the auspices of United Nations bodies).

Faculty involved include Kathy Bickmore, Mark Evans, Tara Goldstein, John Myers, Graham Pike and David Selby.

Interested students can obtain information sheets on courses offered by contacting Sonia Hopwood, (416) 923-6641 ext. 1863.

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, and R. Morgan (CTL); D. Corson (TPS); M. Heller (SESE).

LEARNING AND WORK

This focus is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and other social differences, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this focus are associated with either the Political Economy of Education focus in Sociology in Education or the Workplace Learning and Change focus in Adult Education, Community Development and Counselling Psychology. Much of the relevant research is conducted through the Centre for Study of Education and Work, and the Research Network for New Approaches to Lifelong Learning, which bring together researchers and practitioners from across Canada.

OISE/UT faculty associated with this focus include: Lennox Borel, George Burns, David Corson, Kari Dehli, George Dei, Budd Hall, Edward Harvey, Marilyn Laiken, David Livingstone, Shahrzad Mojab, Roxana Ng, Paul Olson, Jack Quarter, Dorothy Smith, Alan Thomas, and Allen Tough.

For information about focus activities, contact:
David Livingstone, Department of Sociology and Equity Studies in Education, OISE/UT
Telephone: (416) 923-6641 ext. 2703
FAX: (416) 926-4751
e-mail: dlivingston@oise.utoronto.ca

or

Jack Quarter, Department of Adult Education, Community Development and Counselling Psychology, OISE/UT
Telephone: (416) 923-6641 ext. 2576
e-mail: jquarter@oise.utoronto.ca

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in the notational systems of modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

(see next page)

Faculty involved in teaching and research on literacy include: J.A. Draper, B.L. Hall, and K. Rockhill (AECDCP); C. Bereiter, E. Geva, D.R. Olson, K.E. Stanovich, and D.M. Willows (HDAP); J. Aitken, D. Booth, B.J. Burnaby, A. Cumming, L.D. McLean, R. Morgan, M. Scardamalia, and C.G. Wells (CTL); D. Corson, D. Bogdan, J.L. Heap (TPS); K. Dehli, M. Heller, and D.E. Smith (SESE).

Students are encouraged to refer to program requirements in their home department.

Courses of possible interest include: CTL1003, CTL1004, CTL1005, CTL1006, CTL1008, CTL1009, CTL1301, CTL1805, CTL1860, CTL1921, CTL3003, and CTL3017; HDP1285, HDP1286, HDP1290, HDP1299, HDP3209, HDP3286, HDP3292, HDP4271, HDP4275, HDP4280, HDP4292, HDP4924, HDP5281, and HDP5284; SES1910, SES1952, and SES1956; TPS1045, TPS1462, TPS1484, TPS1485, and TPS3436.

For information about focus activities, contact D.R. Olson (HDAP), C.G. Wells (CTL), or J.L. Heap (TPS).

RESEARCH AND FIELD ACTIVITIES

RESEARCH AND DEVELOPMENT PROGRAMS

The research and development programs of OISE/UT foster improvement in Ontario education and complement the academic programs of OISE/UT departments. OISE/UT's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (*Curriculum Inquiry, Orbit, Resources for Feminist Research/ Documentation sur la recherche féministe*), in international journals or in other publications. OISE/UT Research Reports can be found in the OISE/UT Education Commons Library.

RESEARCH AND DEVELOPMENT CENTRES

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

•Centre for the Advancement of Measurement, Evaluation, Research, and Assessment (CAMERA)

Head: Tony C. M. Lam
Department: CTL
Telephone: (416) 923-6641 ext. 3225
Location: 8th Floor, 252 Bloor St. W.

CAMERA was created in the summer of 1996 within the CTL Department. The Centre is dedicated to the goal of fostering ideas and research that address issues in the areas of theoretical and applied measurement, large-scale and classroom-based assessments, program and system evaluations, research methods, data analysis procedures, and related matters. The centre draws together OISE/UT's faculty and external researchers and practitioners to engage in projects of common interest, to share and exchange perspectives, and to work collaboratively to resolve methodological problems in measurement, evaluation, research and assessment.

•Centre for Applied Cognitive Science (CACS)

Head: Keith Oatley
Department: HDAP
Telephone: (416) 923-6641 ext. 2471
Location: 9-171, 252 Bloor St. W.

Through a number of research and development projects the CACS explores cognitive structures and cognitive processes in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, computer science, to educational and clinical practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. It is home to principal investigators in a number of large-scale inter-related research programs, including the National Centre of Excellence Program on Telelearning, The Canadian Institute of Advanced Research Human Development Program, and the University of Toronto's Knowledge Media Design Institute. The Centre hosts a number of regular research seminars and group meetings, devoted to particular topics, in which students are invited to participate. There is an interdepartmental program in graduate studies available in applied cognitive science (see section on Interdepartmental Graduate Specializations, page 193).

•Centre for Franco-Ontarian Studies (CFOS)

Head: Normand Labrie
Department: CTL, SESE
Telephone: (416) 923-6641 ext. 2323
FAX: (416) 926-4714
e-mail: nlabrie@oise.utoronto.ca
Location: 6-106, 252 Bloor St. W.
http://www.oise.utoronto.ca/CREFO/

The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, multilingualism and social differences, cooperative learning, language planning, and policy issues. In addition, the CFOS provides direct services to schools and boards, and publishes an information bulletin (*l'info créfo*).

•Centre de recherches en éducation franco-ontarienne (CREFO)

Directeur : Normand Labrie
Department : CTL, SESE
Téléphone : (416) 923-6641 poste 2323
Télécopieur : (416) 926-4714
Courrier électronique : nlabrie@oise.utoronto.ca
Lieu: 6-106, 252 rue Bloor Ouest
http://www.oise.utoronto.ca/CREFO/

Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de l'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique et anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pédagogie critique, le plurilinguisme et les différences sociales, l'apprentissage coopératif, les relations entre école/communauté et les questions ayant trait à l'aménagement et aux politiques linguistiques. De plus, le CREFO publie un bulletin d'information, *l'info créfo.*

•Centre for Teacher Development

Head: Michael Connelly
Department: CTL
Telephone: (416) 923-6641 ext. 3085
Location: 10-141, 252 Bloor St. W.

The Centre for Teacher Development offers a graduate specialization in teacher development, engages in research and development projects, and facilitates preservice and inservice activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Faculty interests include gender issues, women in education; multiculturalism; teacher development; career development; professional knowledge; action research; narrative and story telling; research on teaching; collaboration; and the contemplative practitioner. Students who wish to specialize in teacher development should apply through the Department of Curriculum, Teaching & Learning, indicating clearly in their covering letter and on the Supplementary Application Form B, Item #3 that they wish to be considered for admission to the Centre for Teacher Development. Those who wish to apply through any other OISE/UT department must first contact the chairperson of that department. For additional information, please contact the Centre Head, Michael Connelly.

•Centre for Women's Studies In Education (CWSE)

Head: Dorothy Smith
Department: SESE
Telephone: (416) 923-6641 ext. 2237
Location: 12-256, 252 Bloor St. W.

Coordinator: Paula Bourne
Phone: (416) 923-6641 ext. 2368
Location: 11-193, 252 Bloor St. W.

The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre; the periodical *Resources for Feminist Research/ Documentation sur la recherché féministe;* the Canadian Women's Periodical Indexing Group; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education and Professional Women Historians in Canada. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitor position in Women and Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working n women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and lunch-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Secretary, as is a list of CWSE Publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 194) and Women's Studies/ Feminist Studies (pages 195 - 196) in the Interdepartmental Graduate Specializations section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 138).

•Comparative, International, and Development Education Centre (CIDEC)

Head: Joseph P. Farrell
Department: CTL
Telephone: (416) 923-6641 ext. 2362
Location: 10-139, 252 Bloor St. W.

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE/UT's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE/UT staff and students engage in a significant amount of international and comparative work in their own specialties (over a third of OISE/UT faculty have had significant international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE/UT staff and students and make it available to all members of the OISE/UT community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE/UT, see the Collaborative Graduate Degree Program in Comparative, International, and Development Education, which this Centre coordinates, in the section on Collaborative Graduate Degree Programs, pages 190 - 191.

•International Institute for Global Education (IIGE)

Co-directors: Graham Pike and David Selby
Department: CTL
Telephone: (416) 978-1863
Location: 310, 371 Bloor St. W.

The Institute, a cross-departmental centre with a principal attachment to Curriculum, Teaching and Learning, was established in 1992 to contribute to the growth of global education in Canada and internationally through teaching programs, consultancy, curriculum development and research. In addition to offering courses at preservice and graduate level, IIGE faculty provide professional development services for elementary and secondary schools through partnerships with school boards, other universities, national and international non-governmental organizations, United Nations bodies and ministries of education. Research and development projects include the support of global education and national curriculum renewal initiatives in countries in Central and Eastern Europe, Latin America and the Middle East and North Africa.

The Institute promotes dialogue between global educators worldwide and welcomes visiting scholars. Faculty interests include anti-discriminatory education; basic and life skills education; citizenship education; education for development; environmental education, futures education; health education; humane education; human rights education; intercultural and multicultural education; education for peace and social justice; education for international understanding; inclusive, interactive and participatory pedagogies.

The Institute houses a collection of specialist resources on global education. Pamphlets and fliers on IIGE, together with details of courses taught by IIGE faculty and lists of IIGE publications (including activity-based resources for teachers) are available from the Institute Secretary.

•The Dr. R. G. N. Laidlaw Research Centre (LRC)

Director: Richard Volpe,
Department: HDAP
Telephone: (416) 978-3458
Location: 45 Walmer Road (ICS)

As the research division of the Institute of Child Study, the Centre conducts interdisciplinary research on child development. Participating researchers from education, psychology, social work, sociology, psychiatry, family law and other academic fields collaborate on various projects. Current investigations deal with cognitive development, math-science education, integrating children's services, exemplary kindergarten practice, the impact of family conflict on children, the adaptation of refugee children, increasing the effectiveness of reading instruction, the integration of special needs students, uses of television in preparing children for school, children's rights, child abuse, and self-regulatory processes in the classroom. Research facilities, computer support, conferencing, and clerical assistance are provided through the Centre. Post-doctoral fellows and graduate students participate in all aspects of Centre activities. Bimonthly "work in progress" seminars provide members with opportunities to share findings and receive critical feedback.

•Modern Language Centre

Head: Alister Cumming
Department: CTL
Telephone: (416) 923-6641 ext. 2538
Location: 10-237, 252 Bloor St. W.
http://www.oise.utoronto.ca/MLC

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, immigrant settlement and heritage and aboriginal language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the ground floor of the OISE/UT Education Commons.

FIELD DEVELOPMENT ACTIVITIES

The purpose of OISE/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE/UT's Office of Research and Field Activities administers seven regional field centres. The Centre for Leadership Development, housed in the Department of Theory & Policy Studies in Education, also has field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE/UT's field development effort. However, OISE/UT as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the field centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRES

The following is a list of the seven field centres throughout Ontario and the Centre for Leadership Development. The departments listed with each centre currently offer off-campus courses in that region. For more information on OISE/UT courses, both off- and on-campus, contact the centre in your area.

Head, Field Division and Co-ordinator, Technology-Mediated and Off-Campus Programs:
Wayne Seller, Thunder Bay
Telephone: (807) 475-8110
FAX: (807) 475-8149

•Centre for Leadership Development

Room 7-234, OISE/UT
252 Bloor Street West
Toronto, Ontario M5S 1V6
Contact: Vashty Hawkins
Telephone: (416) 923-6641, Ext. 2622
FAX: (416) 926-4752
Department: Theory & Policy Studies in Education

The major focus of the Centre for Leadership Development is planned educational change and leadership roles in educational improvement. The main functions of the Centre are research on different aspects of its major focus, the design of preservice and inservice programs, and field work and consultation based on the research program.

•Midnorthern/Northeastern Centre Sudbury Office

31 Tuddenham Avenue
Sudbury, Ontario P3C 3E9
Contact: George Burns
Telephone: (705) 674-8442
FAX: (705) 671-1582
e-mail: gburns@oise.utoronto.ca
Department: Sociology and Equity Studies in Education (SESE)

Located in Sudbury, the Midnorthern Native Focus Cente works in close cooperation and collaboration with other centres comprising the Field Division; The Indigenous Education Network (IEN); the Department of Adult Education, Community Development and Counselling Psychology (AECDCP); school boards; First Nations and other Aboriginal organizations. The faculty and research personnel take an integrated approach to graduate studies, research, and field development using the perspectives, concepts, ideas, and methods of classical sociology , the new sociology of education and Native world views. These guide a range of large-scale and small-scale projects relating to equity, relevance and excellence in education pertaining to Native children, youth and adults. Most graduate course offerings are in Sociology and Equity Studies in Education focussing on Native education issues. Centre faculty supervise master's research projects, Qualifying Research Papers, and both master's and doctoral theses.

including tuition agreement and tuition agreement schooling; and the trusteeship. Most graduate course offerings are in Sociology in Education, Curriculum, and Educational Administration. Centre faculty supervise master's research projects, Qualifying Research Papers, and both master's and doctoral theses.

•Midnorthern/Northeastern Centre
North Bay Office
Canadore College
Commerce Court Campus
100 College Drive
North Bay, Ontario P1B 8K9
Contact: Bruce Cassie
Telephone: (705) 474-7600 ext. 6553
FAX: (705) 472-7169

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision making, student problem solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nations leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in preservice and inservice, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

•Centre de recherches en éducation du Nouvel-Ontario (CRENO)
Centre communautaire Assomption
360, rue Perreault, Salle 1
Sudbury, Ontario P3B 2M7
Directeur : Denis Haché
Téléhone : (705) 674-5740
Télécopieur : (705) 674-3130

Le CRENO dispense ses services aux éducateurs et éducatrices de langue française du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs (Études franco-ontariennes en éducation) offerts en français, ainsi que des engagements dans des domaines de recherches qui reflètent les besoins du milieu scolaire. Les secteurs de la formation et du développement professionnel, de la planification stratégique, de la qualité en éducation, de l'éducation à distance, de l'amélioration scolaire, de l'éducation en milieu minoritaire, de la vitalité ethnolinguistique et d'animation culturelle figurent parmi les activités prioritaires du centre.

•Midwestern Centre
51 Ardelt Avenue
P.O. Box 68
Kitchener, Ontario N2G 3X5
Contact: Lynne Hannay
Telephone: (519) 579-0780
FAX: (519) 579-8370

Over the past six years, the Centre has been analysing changing roles of secondary school staff resulting from restructuring. Ongoing investigation of the role of department heads has contributed significant findings to both researchers and practitioners. The Centre has also been involved in facilitating action research through professional development programs based in individual boards and through graduate education.

•Niagara Centre
Mohawk College - Stoney Creek Campus
481 Barton Street East, Room 97-G
Stoney Creek, Ontario L8E 2L7
Contact: Jack Miller
Telephone: (905) 575-1212 ext. 5031
FAX: (905) 662-9329

The Niagara Centre's work is primarily in three areas: the holistic curriculum, staff development, and CRDI (curriculum review, development, and implementation). The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

•Northwestern Centre

Agnew H. Johnston School
145 Churchill Drive
Thunder Bay, Ontario P7C 1V6
Contact: Wayne Seller
Elizabeth Smyth
Telephone: (807) 475-8110
FAX: (807) 475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, school councils, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the Northwestern Ontario Cooperative Services Program, the Centre's work in professional development focuses on the identification and enhancement of skills required by administrators, department heads, teachers and others. Centre faculty are also especially involved in assisting schools and school boards in the development of appropriate programs for intellectually gifted learners. In addition, Centre faculty are involved in research in gender and the history of education in Ontario. Centre faculty teach Curriculum and History courses via distance education, particularly through computer conferencing.

•Ottawa Valley Centre

60 Tiverton Drive
Nepean, Ontario K2E 6L8
Contact: Marie Josée Berger
Telephone: (613) 224-0561
FAX: (613) 228-7074
Department: Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. Activities include mainly workshops, consultation, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, and research design and data analysis. Topics of interest include alternative learning assessment strategies in the classroom, and stages of writing maturation.

Centre régional d'Ottawa

60, prom. Tiverton
Nepean, Ontario K2E 6L8
Directrice : Marie Josée Berger
Téléphone : (613) 224-0561
Télécopieur : (613) 228-7074
Department : de curriculum, d'enseignement et d'apprentissage et de sociologie et d'études de l'équité en éducation

Le Centre régional d'Ottawa offre des services aux conseils scolaires de la région de l'est de l'Ontario. Ces services comportent principalement des ateliers, des consultations, des projets de recherche menés conjointement avec les conseils scolaires dans le champ des stratégies d'évaluation des apprentissages, l'examen de programmes pédagogiques, les schèmes d'expérimentation et l'analyse de données. Parmi les sujets traités, on compte entre autres les pratiques d'évaluation en salle de classe, et l'évolution des habiletés de productions écrites.

•Trent Valley Centre

Box 719, 150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Contact: John Ross
Telephone: (705) 742-8827
FAX: (705) 742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, student assessment, professional development programs for teachers and others, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs in Curriculum, Teaching, and Learning with a special interest in programs designed in collaboration with school systems to improve school practice.

FEES

NOTE: The University's graduate academic fees structure and degree fees are currently under review. Changes made will affect some of the information on the following pages.

For students to be registered, all fees, including incidental fees, must be paid. Note that fees are subject to change by the Governing Council of the University of Toronto.

ACADEMIC FEES STRUCTURE

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Winter Session also covers the Summer Session, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program, on a full-time basis, in order to qualify for the degree. The minimum period of registration is stated on the student's letter of acceptance. This period establishes the minimum degree fee which must be paid before graduation.

Upon completion of this time period, a full-time student is expected to continue to register annually until all degree requirements have been completed. **The full-time student fee is charged to full-time students for the minimum period of registration and all subsequent registrations.**

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time tuition and incidental fees until all other requirements have been fulfilled.

Part-time master's candidates must, in the session in which they complete degree requirements, pay additional fees, if necessary, such that in total their fees equal the minimum degree fees applicable to full-time candidates who first registered in the same year that they first registered.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be issued any refund of fees.

DEGREE FEES

The length of the program into which students are admitted predetermines the minimum total academic fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy course load during the Winter Session and/or take courses in the Summer Session.

Full-time students who accelerate their programs and finish the degree requirements in less time than the normal program length must pay an additional fee. No degree student may pay less than the equivalent of one full-time program fee, and will be assessed the equivalent of full-time fees for the program length indicated on their letter of acceptance.

At the time of publication of this Bulletin the fees schedule for 1998/99 is not available. It must be anticipated, however, that fees will increase.

In the 1997/98 academic year the 1-year full program fee was:

•Canadian citizens and permanent residents	
M.A. & Ph.D.	$3,700
M.Ed., M.A.(T.) & M.A.(C.S.&E.)	$4,580
Ed.D.	$4,326
•International students	
M.A. & Ph.D.	$ 7,500
M.Ed., M.A.(T.) & M.A.(C.S.&E.)	$11,000
Ed.D.	$11,000

For planning purposes, the calculation of fees applicable to each program is as follows:

M.ED. DEGREE CANDIDATES

The minimum program fee is equivalent to a 1.5-year full-time fee, assessed for the academic year in which the program is begun (i.e., one and one-half times the full-time fee) including the preceding summer. Most students will normally **not** have paid the minimum program fee and will, therefore, be charged a "balance of degree fee" at the time of graduation. The balance is calculated on the individual student's pattern of study.

M.A., M.A.(T.) AND M.A.(C.S.&E.) DEGREE CANDIDATES

The minimum program fee for either a six or eight half-course program is equivalent to a 1-year full-time fee. The ten half-course minimum program fee is equivalent to a 1.5-year full-time fee. The twelve half-course minimum program fee is equivalent to a 2-year full-time fee.

ED.D. DEGREE CANDIDATES

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

PH.D. DEGREE CANDIDATES

The full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

SPECIAL STUDENTS

Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1-year full-time fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1997/98 academic year the fee for a half-course was $687.00 (international students, $1650.00).

INTERNATIONAL STUDENT FEES

In accordance with the recommendations of the Ontario government, students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective international students will be required to have a student authorization, from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $17,000 plus tuition fees.)

The University Health Insurance Plan (UHIP) is a compulsory non-academic fee for international students. In 1997/98 the cost for twelve months was $570.43 for a single student, $1,140.87 for a family of two, and $1,805.61 for a family of three or more.

For more information, please contact:

The UHIP Office
Telephone: (416) 978-0290
e-mail: uhip.information@utoronto.ca

SUMMER STUDENTS

Students beginning their degree program in the summer will pay the Summer Session fee. This fee is in addition to the Winter Session fees charged in September.

NOTE: Students in the Administrator Doctoral Program fulfilling the minimum period of full-time study during the Spring/Summer Session will be assessed fees equal to half the 1-year full-time fee.

LATE PAYMENT FEE

A late payment fee of $43 plus $5 for each day of delay to a maximum of $93 will be assessed against any student registered in the Winter Session whose fees are not received at the Fees Department by the dates to be announced in the registration material which will be sent to students.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees `is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 1997/98 academic year the service charge was 1.5% per month, compounded.

REFUND OF FEES

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Winter Session. In the 1997/98 academic year the minimum charge was $132.

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate either by using the student telephone service or by submitting an **Application to Graduate card** (see page 25).

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment:

- Statements of results and/or official transcripts of record will not be issued.
- The university will not release the official document (called the diploma) which declares the degree earned, nor will the university or OISE/UT provide oral or written confirmation of degree status to external inquirers.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

FINANCIAL SUPPORT

Notices pertaining to awards other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 11th floor. In addition, a Graduate Awards Database system is available in the OISE/UT Education Commons, Second Floor, 252 Bloor Street West.

Unless stated otherwise, all values listed in this section relate to the 1997/98 academic year. Applicants should be aware that the value of an OISE/UT scholarship or graduate assistantship is not sufficient to cover tuition and living expenses. International applicants in particular should note that they will not be accepted without some proof of financial support.

OISE/UT GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, aboriginal persons, racial minorities, and persons with disabilities.

Graduate Assistants at OISE/UT are represented by the Canadian Union of Public Employees, Local 3907 (at 252 Bloor Street West, Room 8-104, telephone 926-4728).

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree or diploma program are eligible to apply.

Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1997 to April 1998, a Graduate Assistantship has a value of $8000 (plus 4 per cent vacation pay). The value of the assistantship is determined each year.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student, who should be in a financial position to fulfill this obligation at the beginning of the academic year.

For application forms, write to:

OISE/UT Registrar's Office
Graduate Studies, Financial Support
252 Bloor Street West
Toronto, Ontario M5S 1V6

Completed applications must be received in the Registrar's Office before January 15, 1998.

OISE/UT SCHOLARSHIPS

OISE/UT Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE/UT departments. Those eligible to be considered are:

1) new full-time applicants to a degree program;

2) part-time degree students who will be beginning their first year of required full-time study in the September or January next following the time of recommendation for scholarships

3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study.

Scholarship holders must be registered as full-time students in one of OISE/UT's *four* graduate degree programs.

OISE/UT Scholarships for the 1997/98 academic year were $10,500 over a twelve-month period. It is anticipated that they will have at least the same value in the 1998/99 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of the minimum period of required full-time study in the degree program. Payment of fees is the responsibility of the scholarship holder.

Scholarship recipients cannot concurrently hold an OISE/UT Graduate Assistantship or a major award with a value of $2000 or more per academic term. It is important to note that an OISE/UT Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship, in the amount of $11,500, will be awarded annually to an Ed.D. student for the minimum period of required full-time study. Candidates are nominated by each of the OISE/UT departments on the basis of academic merit and potential for creative contribution to applied problems. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship, in the amount of $11,500, will be awarded annually to a doctoral student for the minimum period of required full-time, on-campus study. Candidates will be nominated by each of the OISE/UT departments on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. Payment of fees is the responsibility of the scholarship holder.

OISE/UT SCHOLARSHIP FOR ABORIGINAL STUDENTS

The scholarship, with a value of $11,500, will be awarded annually to an aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE/UT. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program. Application forms must be received in the OISE/UT Registrar's Office, Graduate Studies Unit, by January 15.

ONTARIO TEACHERS' FEDERATION 50TH ANNIVERSARY SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established this scholarship in recognition of the Ontario Teachers' Federation's 50th anniversary. With a value of $11,500, it will be awarded annually to a doctoral student who is a practicing educator. The successful candidate will be selected from the nominees for the Clifford C. Pitt and Bernard J. Shapiro scholarships.

RAPP SCHOLARSHIP

This scholarship was established in recognition of the contribution of the Rapp family to the Ontario Institute for Studies in Education (now OISE/UT). The scholarship, with a value of $11,500, will be awarded annually for the period of one year to the highest-ranking student who applied for, but was not awarded, a Social Sciences and Humanities Research Council doctoral fellowship. Payment of fees is the responsibility of the scholarship holder.

Application forms for the following three fellowships (Chu, Hambly, and Wees) are available in November from the OISE/UT Registrar's Office, Graduate Studies, Financial Support, and must be submitted by January 15 to that office, along with an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honour of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time OISE/UT graduate students with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. A statement pertaining to past contribution to the educational or related field must accompany the application. A person may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:

a) a resident in Canada, preferably in Ontario, twenty-five years of age or over
b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE/UT's graduate admission policy;
c) in full-time paid employment for at least two continuous years prior to enrolment at OISE/UT; and
d) in need of financial assistance.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education (now OISE/UT) has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library. The essay must be submitted to the Registrar's Office, Graduate Studies, Financial Support, by February 15.

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

CHRISTOPHER PARKER MEMORIAL FUND

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities, to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments and students in the field of special education. Application forms are available from the Registrar's Office, Graduate Studies, Financial Support. Applications will be considered as they are received.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help an international student, registered on a full-time basis at OISE/UT with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE/UT departments. Nominations are limited to one per OISE/UT department and must be accompanied by a brief description of the emergency need.

JAMES FAIR BURSARY

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30.

MARGARET KIDD AWARD

The fund is designed to provide small grants (normally less than $100) to assist students at the Institute of Child Study in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area. Applications for grants are accepted in one Fall and one Spring competition. The competition is administered by the I.C.S. Leighton-McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students should submit a one page proposal by October 15 or February 15 depending on the term in which they plan to attend a conference. The proposal should be given to the Chair of the Leighton-McCarthy Committee.

LEIGHTON MCCARTHY MEMORIAL SCHOLARSHIP

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in the Master of Arts in Child Study and Education program. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

BURSARY ASSISTANCE

OISE/UT Bursaries are available, on the basis of need, to full-time students who are registered in a graduate degree program at OISE/UT and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration in their first term of registration. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the student's department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3953 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents. Preference is given to Ontario residents.

Application forms are available as follows:

a) For students currently enrolled in a graduate program: their OISE/UT home department. Deadline is usually late October for the following academic year, but it will be announced by the home department in the fall.

b) For prospective full-time graduate students:
Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Education and Training
189 Red River Road - 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9
The deadline for submitting applications for the following academic year is November 15.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $15,000 in 1997/98.

Application forms are available as follows:

a) For students currently enrolled in a graduate program: their OISE/UT home department. Deadline is usually late October for the following academic year, but it will be announced by the home department in the fall.

b) For prospective full-time students:
Fellowships Division
Social Sciences and Humanities
Research Council of Canada
P.O. Box 1610
Ottawa, Ontario K1P 6G4.
Applications must be postmarked October 15 for the following academic year.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS - $7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from:
Michael Haugh
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8.
Applications must be submitted by April 1.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS - $5000 EACH

Recipients of these awards must pursue full-time study in education in the Winter Session in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:
OISE/UT Registrar's Office
Preservice Teacher Education Unit
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-8833
FAX: (416) 971-2755
e-mail:
preservice_admis@tednet.oise.utoronto.ca

OR

OISE/UT Registrar's Office
Graduate Studies, Financial Support
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6642 ext. 2663/2664
FAX: (416) 323-9964
e-mail: gradstudy@oise.utoronto.ca
Completed applications must be received by March 15.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION - SCHOLARSHIPS AND AWARDS

These awards, totalling $26,900, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members. The Brick Robb may be granted to members of any OTF affiliate, and the Robinson to members of any CTF member organization.

Further details and application forms are available from:
Scholarship Committee
Ontario Secondary School Teachers' Federation
(OSSTF)
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female students to assist them with university studies which will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; counselling mature women entering or re-entering the labour market; counselling battered women; filling administrative positions in women's centres; counselling and training women for non-traditional employment.) An applicant, to be eligible, must be:

a) a female and a Canadian citizen or permanent resident;

b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people, especially women;

c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from:
Margaret Brennan
OISE/UT Registrar's Office
Graduate Studies, Financial Support
Telephone: (416) 923-6642 ext. 2650
FAX: (416) 323-9964
e-mail: mbrennan@oise.utoronto.ca

The forms must be submitted by January 31 for the following academic year, to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a maximum value of $7500 to be awarded to a student enrolled full-time in a graduate program in an area of study related to gerontology. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.)

To be eligible, an applicant must be:

a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;

b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;

c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;

d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from the OISE/UT Registrar's Office, Graduate Studies, Financial Support, and must be submitted before March 31 to the address indicated on the application form.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE/UT Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse.

For more information, contact:

Margaret Brennan
OISE/UT Registrar's Office
Graduate Studies, Financial Support
Telephone: (416) 923-6642 ext. 2650
FAX: (416) 323-9964
e-mail: mbrennan@oise.utoronto.ca

Part-time students should apply to the OISE/UT Graduate Alumni Association Emergency Fund.

For information and application forms, contact:

Prof. John Davis
Department of Theory & Policy Studies in Education.
Telephone: (416) 923-6642 ext. 2757
FAX: (416) 926-4741
e-mail: jdavis@oise.utoronto.ca

STUDENT SERVICES AND FACILITIES

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. Information on all major student services and facilities is provided in the handbook, **'Getting There'**. which is given to all students at registration. It describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Graduate Students' Union.

OISE/UT SERVICES AND FACILITIES

EDUCATION COMMONS

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide “one-stop-shopping” for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- a specialized collection in the field of education including:
  - extensive reference materials
  - over two thousand journal titles
  - complete microfiche holdings of the ERIC and ONTERIS document series.
  - materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - Ministry of Education and Training documents
  - school board curriculum materials, textbooks and content resources used in Ontario schools
  - a representative collection of children's literature
  - a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials.
  - specialized collections of modern language, Franco-Ontarienne and women's materials
  - many electronic sources, including CD-ROMs

- a collection of over 8 million items located in the numerous libraries of the University of Toronto Library System

- a wide range of Internet resources including remote library catalogues

- reference assistance in accessing information for their courses, research or practice teaching assignments

- comprehensive instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet

- a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources

- face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology

- a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics

- learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web.

- other University resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor St. W., or at any of its other sites throughout OISE/UT.

Location: Second Floor, 252 Bloor Street West
Hours: Contact the following areas
Telephones:

- Education Commons Reception
  (416) 923-6641 ext. 2763
- Information Resources and Services
  Circulation Desk: (416) 926-4719
  Reference Desk: (416) 926-4718

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the University. **All** OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

OISE/UT students have full access to student services and facilities provided by the University. Services include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre.

Location: Room 8-105, 252 Bloor Street West
Telephone: (416) 923-6641 ext 4724
E-mail: gsa@oise.utoronto.ca

INDIGENOUS EDUCATION NETWORK (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in pre-service (teacher training) and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research.

The Indigenous Education Network:

- meets twice monthly to share information, organize events, and work towards goals established by the IEN;

- maintains a computer listserv to extend discussions of IEN topics to interested OISE/UT students and faculty on and off campus;

- maintains an Internet IEN homepage (http://www.oise.utoronto.ca/other/ien/ienpage.html) with links to relevant sites;

- provides a database of Aboriginal students and IEN members in all departments at OISE/UT plus their study and work interests;

- lobbies OISE/UT to acquire Aboriginal faculty, and supports OISE/UT administration in locating suitable candidates;

- participates in relevant current events, conferences, guest lectures, symposiums, workshops, and Aboriginal community events;

- hosts an Aboriginal Speakers' Series;

- collaborates with other groups related to Aboriginal education and Aboriginal issues at OISE/UT, e.g., the Transformative Learning Centre (TLC), the Anti-Racist Network (ARN), and the Midnorthern/Northeastern Centre in Sudbury;

- represents the IEN on the Advisory Council of First Nations House at the University of Toronto;

- provides initial information for incoming students on available financial assistance: Aboriginal scholarships and awards, plus other scholarships, awards, bursaries, grants, and work opportunities - e.g., graduate assistantships, teaching assistantships, and research positions;

- organizes social events and get-togethers;

- raises the profile of Aboriginal students in the field of education.

Location: Room 7-191, 252 Bloor Street West
Telephone: (416) 923-6641 ext. 2286
Email: ien@oise.utoronto.ca

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

INTERNATIONAL STUDENTS' ASSOCIATION

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

Location: Room 8-107, 252 Bloor Street West
Telephone: (416) 923-6641 ext 4733
E-mail: isa@oise.utoronto.ca

KIDSPACE DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department.

Location: Ground floor, 252 Bloor Street W.
Telephone: (416) 926-4702.
FAX: (416) 926-4725

OISE/UT STUDENT SERVICES OFFICE

The Student Services Office provides individual student counselling on financial, personal and academic matters for all preservice and graduate students. Special services to students with a disability are coordinated through this department

Location: Room 124, 371 Bloor Street West
Telephone: 416-978-8157.
FAX: (416) 978-8382
E-mail: stuserv@tednet.oise.utoronto.ca

RESEARCH CONSULTING SERVICE

Head: Sue Elgie
Location: 8-291, 252 Bloor Street West
Hours: Drop-in advice - 3:00 PM to 4:00 PM
Telephone: (416) 923-6641 ext. 2463
E-mail: selgie@oise.utoronto.ca

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research project design, implementation, analysis, and writeup. Consultation topics may include research methodology, questionnaire design, data processing, graphics, qualitative analysis techniques, statistical procedures, etc. Short non-credit workshops are offered related to use of research-related software: data entry, SPSS, and qualitative software packages.
Appointments must booked in advance by calling the number above, while drop-in advice is available daily.

UNIVERSITY- WIDE SERVICES AND FACILITIES

ABORIGINAL STUDENT SERVICES AND PROGRAMS - FIRST NATIONS HOUSE

First Nations House located in the Borden Building North at 563 Spadina Avenue houses the Office of Aboriginal Student Services and Programs (OASSP) founded in 1992 and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the University, and a place where the University community can learn about Native people.

For more information please contact:
The Office of Aboriginal Student Services and Programs
First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone (416) 978-8227
FAX (416) 978-1893

ACCOMMODATION AND COST OF LIVING

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 1997/98, excluding tuition:

Rent	$4,800
Food	$4,000
Clothing	$ 650
Books	$ 750
Health insurance (UHIP) (for international students)	$ 570
Dental Insurance	$ 130
Local transportation	$ 320
Miscellaneous:	$3,500
TOTAL	$14,720

Student Housing

Most of the University's students live at home in Toronto. The balance are divided equally between those who reside on campus in a student residence and those who locate off-campus accommodation about thirty to forty-five minutes travel time from classes. The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date off-campus housing and residence information as well as other information a student might need to assist in locating and arranging suitable student housing. Students needing more information regarding their student housing options should contact the Housing Service or visit the Housing Service on the Internet at "http://utl2.library.utoronto.ca/www/housing_service/"

On-Campus Residences

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contact the residence directly to inquire about application. At the Housing Service on the St. George campus, students may use the Residence Information Terminal to view photographs and get information for the residences on all three campuses. If you are unable to get the information you need on the Internet, contact the Housing Service.

The following two residences provide accommodation for single graduate students and range in cost from $4300 to $8800 depending on whether meals are provided.

St. George Graduate Student Residence
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: 978-4885

Women and men; apartment style with shared kitchens.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 978-2891

Women and men; traditional residence with compulsory meal plan. Acceptance by election. Application deadline is May 1.

Family Housing

Family housing is available in 710 apartments on the St. George campus and in 84 apartments on the Erindale campus. Priority for the unfurnished, university apartments is given to student families. The term "family" refers to students residing with their dependent children and to childless couples in a permanent relationship. Waiting periods for these apartments may vary depending on the time of year and the type of apartment requested so it is advisable to apply as soon as a student is seriously considering attending the University. Students may submit an application for Family Housing **before** being given an offer of admission to the University. Contact Family Housing at the University Housing Service to receive an information/application package.

Off-Campus Housing

Each campus Housing Service maintains listings of available off-campus housing advertised by city landlords and by students seeking others to join them. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the "classified" section of a newspaper locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and the price range desired. The Housing Service at the Koffler Student Services Centre will provide a list of temporary accommodation on request.

For the winter academic session, some students rent their long-term housing from August 1 or October 1, avoiding the September 1 occupancy date which is popular with students at most post-secondary educational institutions in the city. Housing is usually advertised about four to six weeks in advance of the date it becomes available for occupancy and it generally takes one to three weeks for a student to locate suitable accommodation, depending on the type of housing desired and budget. **Since accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.**

Cost of Student Housing - Residence, Family Housing and Off Campus

Most of the residences have a compulsory meal plan. As a guideline, for 1997/98, the cost of residence with a full meal plan is approximately $5,000 to $5,950 for the eight-month, academic session. Modified meal plans are available in some residences. The cost of a residence providing cooking facilities but no meal plan is approximately $3,325. Fees are usually paid in two installments at the beginning of each of the four-month fall and spring terms. For 1997/98, rent for the university family housing ranges from approximately $429 to $702 depending on location and size of the unit, and is payable monthly. Rooms in shared houses or apartments off-campus generally cost students $350 to $450 per month. However, a student requiring a private apartment off-campus usually pays $400 to $500, $550 to $700, and $750 to $900 for a bachelor, one- or two-bedroom unit respectively. A three-bedroom house will usually rent for $1200 to $1400.

More information can be obtained from the following offices:

University of Toronto Housing Service
St. George Campus
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8045
Fax: (416) 978-1616
E-mail: housing.service@utoronto.ca

Erindale College
Telephone: (905) 828-5286

Scarborough College
Telephone: (416) 287-7365

More information is available on the Internet at:
http://utl2.library.utoronto.ca/www/housing_service/

CAREER CENTRE

The University's Career Centre at the Koffler Student Services Centre, 214 College Street (416-978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career development seminars to assist students exploring career opportunities or searching for employment are offered regularly. Students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and continuing employment opportunities are advertised at the Centre.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students completing doctoral degrees and seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier on file at the Centre.

FAMILY CARE ADVISOR

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities.

Additional services include support groups, workshops and guest speakers. The resource centre contains a library of material on issues ranging from pregnancy and parenting to lesbian and gay family issues, homework and bereavement.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

HART HOUSE

All OISE/UT students are automatically members of Hart House. Come in and enjoy our wide variety of social, cultural and athletics programs - our indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable Art Gallery, fantastic music and free concerts, great debates and 30+ clubs and committees from Bridge to Yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills. Enjoy fresh food fast in the Arbor Room, an excellent lunch or Sunday brunch in the Gallery Grill, book an event or meeting (our catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home away from home'.
Telephone: (416) 978-2452
http://www.utoronto.ca/harthouse

HEALTH SERVICES

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street (Medical Clinic, 978-8030; Psychiatric Division, 978-8070). The Medical division also offers its services to spouses. Sports injury services are under the auspices of the Department of Athletics and Recreation (978-7376).

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. **The University Health Insurance Plan (UHIP) is compulsory for international students.**

INTERNATIONAL STUDENT CENTRE (ISC)

All members of the university are invited to use the facilities and services of the Centre and take part in ISC programs. Services include: English conversation classes and writing tutorials, counselling and assistance with problems arising from cultural difference, and information about work or study opportunities abroad. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (immigration, health insurance, tax, etc.).

General questions may be addressed to:
International Student Centre
33 St. George Street
Toronto, Ontario M5S 2E3
telephone: (416) 978-5646
e-mail: isc.information@utoronto.ca
http://www.library.utoronto.ca/www/isc/

INTERNATIONAL STUDENT EXCHANGE OFFICE

Students from all faculties and departments are encouraged to participate in the international and Canadian exchanges offered through the International Student Exchange Office, Office of the Vice-President and Provost.

International exchanges include universities in the following countries: Australia, Barbados, France, Germany, Hong Kong, Jamaica, Japan, Singapore, Taiwan, Trinidad and the United Kingdom.

Canadian exchanges include; McGill University, McMaster University, Queen's University, Université Laval, Université de Montreal, University of Alberta, University of British Columbia, University of Waterloo, and the University of Western Ontario.

Awards are available for some exchanges. For more information and application forms, contact:

International Student Exchange Office
Office of the Vice-President and Provost
Room 202, Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 946-3138
FAX: (416) 978-6110
http://www.utoronto.ca/student.exchange/
e-mail: student.exchange@utoronto.ca

SEXUAL HARASSMENT EDUCATION, COUNSELLING, AND COMPLAINT OFFICE

The Sexual Harassment Education, Counselling, and Complaint Office administers the university's Sexual Harassment Policy by providing advice, education, and information to the university community, counselling all parties to complaints, and mediating complaints about harassment based on sex or sexual orientation.

The policy covers all members of the university. All complaints and requests for information are kept completely confidential. For appointments, contact:

SHECC Office
3rd floor, 40 Sussex Avenue
Toronto, Ontario M5S 1J7
Telephone: (416) 978-3908
Fax: (416) 971-2289

SPECIAL SERVICES TO PERSONS WITH DISABILITIES

Special Services' goal is to facilitate the inclusion of students with hidden or obvious disabilities and health considerations into University life. Students first meet with an intake counsellor to discuss their individual needs. Where appropriate, students may then meet with one of the professionals on staff such as the Learning Disability Specialist or Occupational Therapist to establish strategies and, if necessary, determine accommodations. All discussions are confidential. The service offers liaison with academic and administrative units within the University and with off-campus agencies. As well, for those eligible, the service provides a wide range of support including alternative test and examination arrangements, notetaking services, on-campus transportation, personal counselling, workshops, adaptive equipment and assistive devices. Information and resource materials on health conditions and disability related issues are available.
The office is located at the address below: Liaison officers are available at Scarborough and Erindale Colleges.

The Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone (416) 978-8060, (Voice)
T.D.D. (416) 978-1902
FAX (416) 978-8246

POLICIES AND REGULATIONS

NOTE: Students should consult the School of Graduate Studies Calendar for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto.

GRADING PRACTICES POLICY

The OISE/UT Graduate Studies Grading Practices Policy falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the

OISE/UT department, the student may make an appeal through the Associate Dean of Division II of the School of Graduate Studies (see Student Appeals, on this page).

Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and - to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: May be assigned by the Associate Dean when a grade has not been submitted to the School of Graduate Studies by the appropriate deadline. It may also be assigned by a graduate unit review committee on the basis of incomplete course work upon an instructor's recommendation in special circumstances (e.g., medical reasons or when there are no grounds for assigning a failing grade). The instructor may replace the INC by a regular grade within eight months following the end of the term in which the course is offered. If the incomplete is not replaced by a regular grade within this period of time, the INC becomes a final report.

IPR-In Progress: Assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. IPR carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Note: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, OISE/UT and the University offer students a formal appeals procedure.

The student appeals process consists of five levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor).

2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT department or unit.

3. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies.

4. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary to the School of Graduate Studies' Council.
5. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the OISE/UT Registrar's Office, Graduate Studies Registration Unit, or from a department chairperson. See also the School of Graduate Studies Calendar. At any stage, students have the right to appeal to the Office of the Ombudsperson, University of Toronto, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment) See also page 210.

- Statements of results and/or official transcripts of record will not be issued.
- The university will not release the official document (called the diploma) which declares the degree earned, nor will the university or OISE/UT provide oral or written confirmation of degree status to external inquirers.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

ACADEMIC STAFF (as of January 1998)

Please consult individual departmental sections for academic details and interests of staff - AECDCP (page 47); CTL (page 75); HDAP (page 115); SESE (page 136); TPS (page 150)

Abbey, David S., AECDCP
Abbey-Livingston, Diane, AECDCP
Acker, Sandra, CTL, SESE, TPS
Aitken, Johan L., CTL
Alexander, William E., AECDCP
Allen, J. Patrick B., CTL
Alvi, Sabir A., AECDCP
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Anderson, Stephen, SESE
Antrobus, Margaret, AECDCP
Arnold, Mary Louise, HDAP
Astington, Janet, W. HDAP
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Axelrod, Paul, TPS
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Bascia, Nina, TPS
Beattie, Mary, CTL
Beatty, David J. F., AECDCP
Beck, Clive M., AECDCP, CTL, TPS
Begley, Paul T., TPS
Bennett, Barrie, CTL
Benson, Nancy, HDAP
Bereiter, Carl, HDAP
Berger, Marie-Josée, CTL
Bernhard, Judith, HDAP
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Bogert, Christine, HDAP
Booth, David, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., SESE, TPS
Brecher, Diana R., AECDCP
Brehaut, Willard, TPS
Brison, David W., HDAP
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Brown, Russell M., CTL
Brundage, Donald H., AECDCP
Burnaby, Barbara J., CTL
Burns, George E., SESE
Burstow, Bonnie, AECDCP
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Carlow, Chester D., CTL
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Cassidy, Anne, HDAP
Cassie, J.R. Bruce, AECDCP
Caswell, Bev, HDAP
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Christensen, Clifford M., AECDCP
Church, Vaughan, AECDCP
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECDCP
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Comay, Julie, HDAP
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Connelly, F. Michael, CTL
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Corter, Carl, HDAP
Cumming, Alister, CTL, HDAP
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Danesi, Marcel, CTL
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Eisenberg, John A., CTL, TPS
Ellis, M. Dormer, AECDCP
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Feuerverger, Grace, CTL
Fisher-Brillinger, Margaret, AECDCP
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Galbraith, Don, CTL
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Geva, Esther, CTL, HDAP
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McDougall, I. C., CTL
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Minsky, Sam, AECDCP
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Musselman, Carol, HDAP
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Nagy, Philip, CTL
Ng, Roxana, SESE
Nifakis, Debbie, AECDCP
Nishisato, Shizuhiko, CTL
Norman, Geoffrey, TPS
Nussbaum, David, AECDCP

Oatley, Keith, HDAP
Oldershaw, Lynn, HDAP
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Olson, C. Paul, SESE
Olson, David R., HDAP
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Pan, Julia, TPS
Pascal, Charles, TPS
Pass, Larry E., AECDCP
Pedretti, Erminia, CTL
Pelletier, Janette, HDAP
Perry, Adrienne, HDAP
Peskin, Joan, HDAP
Peterson-Badali, Michele, HDAP
Pierson, Ruth Roach, SESE, TPS
Pike, Graham, CTL
Piran, Niva, AECDCP
Pitman, Walter G., AECDCP
Pollock, Nathan, AECDCP
Prentice, Alison, TPS
Prichard, J. Robert S., TPS
Quarter, Jack, AECDCP
Quazi, Saeed, TPS
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Razack, Sherene H., SESE
Reeve, Richard, HDAP
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Regan, Joseph, AECDCP
Regehr, Glenn, HDAP, TPS
Reibetanz, John H., CTL
Reitav, Jaan, AECDCP
Reznick, Richard K., TPS
Rideout, E. Brock, TPS
Robinson, Floyd G., CTL
Rockhill, Kathleen, SESE
Rolheiser, Carol, CTL
Ross, John A., CTL
Rothman, Arthur I., TPS
Rothstein, Marsha, AECDCP
Rovet, Joanna, HDAP
Rusak, Stephen T., TPS
Russell, H. Howard, CTL
Ryan, James J., TPS
Saint-Cyr, Jean A., HDAP
Scardamalia, Marlene, CTL, HDAP
Schachar, Russell, HDAP
Schneider, Barry, HDAP
Schneider, Margaret S., AECDCP
Schwartz, Michael, AECDCP, HDAP
Seccombe, Wallace, SESE
Selby, David, CTL
Seller, Wayne, CTL
Shackel, Denis, HDAP
Shafrir, Uri, HDAP
Silver, Judith, AECDCP, HDAP
Silverman, Harry, HDAP
Silvers, Ronald, CTL
Simon, Roger I., CTL
Skolnik, Michael L., TPS
Smith, Dorothy E., SESE
Smith, Meagan, HDAP
Smyth, Elizabeth M., CTL, TPS
Stanovich, Keith E., CTL, HDAP
Stanovich, Paula, CTL
Stephens, Renee, HDAP
Stephenson, Carol, HDAP
Stermac, Lana, AECDCP
Stewart, Lynn, AECDCP
Stiegelbauer, Suzanne, CTL
Svec, Henry J., AECDCP
Swain, Merrill K., CTL
Szekely, Eva, AECDCP
Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Taylor, Margot, HDAP
Thiessen, Dennis, CTL, TPS
Thomas, Alan M., AECDCP
Tiberius, Richard G., TPS
Toner, Brenda, AECDCP
Tough, Allen M., AECDCP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Troper, Harold M., TPS
Tuff, Larry, AECDCP
Volpe, Richard, HDAP
Wahlstrom, Merlin W., CTL
Warner, Ronald E., AECDCP
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Watson, Jeanne C., AECDCP
Weininger, Otto, AECDCP
Weiser, John C., AECDCP
Weiss, Joel, CTL
Wells, C. Gordon, CTL
Wiener, Judith, HDAP
Wignall, Rouleen, TPS
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL
Wine, Jeri D., AECDCP
Wolfe, Elgin, CTL
Wolfe, Richard G., CTL
Wolfgang, Aaron, AECDCP
Woodruff, Earl, CTL, HDAP
Worling, James, AECDCP
Wright, Percy, AECDCP
Young, Arlene, HDAP
Zuker, Ken, HDAP
Zuker, Marvin A., TPS

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University Ombudsperson
Irene Birrell (Acting)

Status of Women Officer
Rona Ambramovitch, Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Director of Admissions and Awards and Associate University Registrar
K.J. Swift, B.Sc., M.Ed.

Acting Director of Athletics and Recreation
B. Kidd, B.A., A.M., M.A., Ph.D.

Director of Career Centre
M. Van Norman, B.A., M.A.

Coordinator of Counselling and Learning Skills Service
Sam Minsky

Family Care Advisor
J. Nolan

Coordinator of Family Housing
E. Giles

Acting Director of Health Services
S. Taman, M.D.

Director of International Student Centre
E. Patterson, B.A.

Coordinator of Off-Campus Housing and Residence Information Services
P. Karimalis

Coordinator of Special Services to Persons with a Disability
H. Simson, B.A., M.A.

Coordinator, Office of Aboriginal Student Services and Programs
R. Bobiwash

Director of Statistics, Records, and Convocation
P.F. Leeney, B.A., M.A.

Aboriginal Education, 44, 138, 192
Aboriginal Student Services and Programs and First Nations House, 221
Academic Fees Structure, 208
Academic Staff, 228-230
Accommodation and Cost of Living, 221-223
Adaptive Instruction, 73, 118, 192
Adaptive Instruction & Special Education, 118
Administrative Officers, OISE/UT and SGS - Partial List, 10-11
Administrator Doctoral Program, 158
Admission, Program and Degree Requirements (Minimum), 23-31
Adult Education and Community Development Program, 42-45, 51-59
Adult Education, Certificate in, 45
Adult Education, Community Development and Counselling Psychology (AECDCP), 37-65
Adult Training and Development, Diploma in, 45
Advanced Studies in Educational Administration, Diploma of, 155-156
Advisory Board, 11
Antiracism Studies, Focus on Critical, 137
Application Procedures, 5, 32-35
Application to Graduate Card, 25
Applied Cognitive Science, 118, 193
Bursary Assistance, 214
Career Centre, 223
Centre de recherches en éducation du Nouvel-Ontario (CRENO), 206
Centre de recherches en éducation franco-ontarienne (CREFO), 202
Centre for Applied Cognitive Science (CACS), 202
Centre for Franco-Ontarian Studies (CFOS), 202
Centre for Integrative Antiracism Studies (CIARS), 137
Centre for Leadership Development, 205
Centre for Teacher Development, 202-203
Centre for the Advancement of Measurement, Evaluation, Research and Assessment (CAMERA), 201-202
Centre for Women's Studies in Education (CWSE), 203
Centre régional d'Ottawa, 207
Changes to Fees, 5
Changes to Policies, Dates, Regulations and Requirements, 5
Child Study and Education Program, 28, 116-118
Collaborative Graduate Degree Programs, 189-191
College of Psychologists, 46, 122
Community, International and Transformative Learning, 43-44
Comparative, International, and Development Education Centre (CIDEC), 203
Comparative, International, and Development Education , 45, 76, 139, 153, 169, 190-191
Computer Applications, 74
Contents, 2-4
Continuity of Registration, 21
Copyright in Course Lectures, 5
Counselling and Psychology Clinic, 46
Counselling Psychology for Community Settings, 49-51
Counselling Psychology for Psychology Specialists, 47-48
Counselling Psychology Program, 46-51, 59-65
Course Changes and Course Completion, 22
Course Deadlines, Prerequisites, Limits, 36
Course Load, Full-time/Part-time, 36
Course Numbering Explained, 36
Course/Program Limitations, 5
Critical Pedagogy and Cultural Studies focus, 138, 197-198
Curriculum Policy Studies, 74
Curriculum Program, 72-75, 81-97
Curriculum Studies, 74
Curriculum, Teaching and Learning (CTL), 66-111
Daycare, Kidspace, 220
Degree Fees, 209
Doctor of Education, 28-30
Doctor of Philosophy, 30-31
Dual Registration for M.A. and Ph.D. Candidates, 20
Early Childhood Education, 118
Education Commons, 218-219
Educational Administration Program, 153-167
Educational Practices, 74
Educational Psychology and Special Education Program, 118-121
Emergency Student Loans, 217
English Language Facility, 5, 33-34
Environmental Studies, Collaborative Master of Education, 45, 139, 189
Études en Français focus, 139, 198
Family and Social Relationships, 119
Family Care Advisor, 223
Fees, 208-210
Fees, Application, 33
Fees and Other University Obligations, Outstanding, 210, 227
Fees, Late Payment, 210
Fees, Minimum Payment, 210
Fees, Refunds, 210
Fees/Convocation, 210
Feminist Studies, 175, 182
Feminist Studies and Gender Relations in Education, 138

Field Centres, 205-207
Field Development Activities, 205-207
Financial Support, 211-217
Foundations of Education & Society focus, 198
Full-time Student, Definition of, 19
Gender Equity in Education, 74, 139, 153, 194
General Information, 18-22
Global Education focus, 198
Grade Reports, 22
Grading Practices Policy, 225-226
Graduate Assistantships, 34, 211
Graduate Interdisciplinary Research Foci, 197-200
Graduate Students' Association, 219
Graduate Programs by Department, 36-188
Guidance and Counselling, 50-51
Hart House, 223
Health Services, 223
Higher Education Program, 167-173
History and Function of OISE/UT, 6-9
History of Education Program, 173-180
History of Women & the Family in Education, 175
Holistic and Aesthetic Education, 75
Human Development and Applied Psychology (HDAP), 112-134
Human Rights, Politics, & Education, 182
Immigration, Ethnicity, and Multiculturalism in Education, 175
Important Notices, 5
Indigenous Education Network (IEN), 219-220
Individual Reading and Research Courses, 36
Institute of Child Study, 7, 28, 116-118
Interdepartmental Graduate Specializations, 192-196
International Institute for Global Education (IIGE), 204
International Student Centre (ISC), 224
International Student Exchange Office, 224
International Student Fees, 209
International Students, 220
International Students' Association, 220
Laidlaw, Dr. R. G. N., Research Centre, 204
Language and Critical Pedagogy focus, 199
Language and Literacy, 119
Language, Literacy and Literature Across the Curriculum, 74
Late Afternoon and Evening Classes in Winter Session, 19
Le départment de sociologie et d'études de l'équité en éducation, 135-151
Learning and Teaching, 44
Learning and Work focus, 139, 199
Learning in Non-School Environments, 74
Leave For Health Problems or Personal Circumstances, 21
Literature, Music, the Arts, and Education, 182
Master of Arts, 25-27
Master of Arts in Child Study and Education, 28, 116-118
Master of Arts in Teaching (M.A.(T.)), 27, 76, 109-110
Master of Education, 24-25
Master of Education for Special Purposes, 25, 174,181
Measurement and Evaluation Program, 77-78, 97-100
Midnorthern/Northeastern Centre, 205-206
Midwestern Centre, 206
Modern Language Centre, 204
Morals/Values, Social Issues and Education, 182
Nature and Development of Literacy, 199-200
Niagara Centre, 206
Northwestern Centre, 207
Off-Campus/Distance Education, 19, 67, 140, 157
Officers of the University (partial list), 231
OISE/UT Student Services Office, 221
Ontario College of Teachers, 121
Ontario Principal Certification Program, 155
Ontario Teacher's Certificate of Qualification, 28, 117
Origins of Modern Schooling, 176
Ottawa Valley Centre, 207
Parental Leave, 21
Philosophy of Education Program, 180-188
Policies and Regulations, 225-227
Policy and Practice in Education, 138
Political Economy of Education, 138
Pre-enrolment for Continuing M.A., M.Ed., Ed.D., Ph.D. Students, 19
Preservice Teacher Education Program, 43, 116-118
Primary Education, 28, 117
Program Residence, Definition, 20
Religious Education, Master of, 182
Research and Development Centres, 201-204
Research and Field Activities, 201-207
Research Consulting Service, 221
Scholarships, OISE/UT, 212-214
School and Child-Clinical Psychology Program, 121-123
School Management, Certificate Program, 155
Science, Mathematics and Technology Education, 75
Second Language Education, 78-79, 100-105
Service Charges, 210
Sessional Dates and Deadlines, 12-17
Sexual Harassment Education, Counselling, and Complaint Office, 224
SGS Regulations, 5, 225

Social and Cultural Studies, Global Education
and Transformative Pedagogies, 75
Sociology and Equity Studies in Education
(SESE), 135-151
Special Education, 28, 117
Special Education, Additional Teacher
Education Qualifications, 121
Special Services for Students with
Disabilities, 224
Special Students, 31, 35, 209
Special Topics Courses, 36
Student Appeals, 226-227
Student Housing, 221-223
Student Number, 5
Student Services and Facilities, 218-224
Study in Summer Session, 19
Summer Student Fees, 210
Teacher Development Program, 79-80, 105-109
Theories of Knowledge, Cognitive Science,
Technology, and Learning, 182
Theory & Policy Studies in Education
(TPS), 152-188
Theory and Practice of Schooling, 176
Transcripts, 22
Transfer Between Programs, 21
Transformative Learning, 194-195
Travaux et Théses en Français, 18
Trent Valley Centre, 207
University Health Insurance Plan (UHIP),
210, 223
University of Toronto Schools, 7
Women's Studies/Feminist Studies, 195-196
Workplace Learning and Change, 44

CALENDAR

1998

January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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OISEUT

Ontario Institute for Studies in Education
of the University of Toronto

Graduate Studies in Education

BULLETIN

1999/2000

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Graduate Studies in Education

Bulletin

1999/2000

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	(416) 926-4725
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CONTENTS

Important Notices 5

History and Function of OISE/UT 6

OISE/UT and SGS Administrative Officers (Partial List) 10

Sessional Dates and Deadlines 13

General Information 20
  Travaux et Thèses en Français 20
  Pre-enrolment for Continuing M.A., M.A.(T), M.Ed., Ed.D., and Ph.D. Students 21
  Definition of Full-Time Student 21
  Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions 21
  Study in Summer Session 21
  Off-Campus/Distance Education 21
  Required Period of Full-Time Study 22
  Dual Registration for M.A. and Ph.D. Candidates 22
  Transfer Between Programs 23
  Continuity of Registration 23
  Parental Leave 23
  Leave for Health Problems or Personal Circumstances 24
  Course Changes and Course Completion 24
  Grade Reports 24
  Transcripts 24

Minimum Admission, Program and Degree Requirements 25
  Master of Education 26
  Master of Education for Special Purposes 27
  Master of Arts 27
  Master of Arts in Teaching 29
  Doctor of Education 29
  Doctor of Philosophy 31
  Special Students 32

Application Procedures 33

Course Numbering Explained 38

Course Deadlines, Prerequisites, Limits 38

Full-Time/Part-Time Course Load 38

Individual Reading and Research Courses 38

Special Topics Courses 38

Graduate Programs by Department

Adult Education, Community Development and Counselling Psychology (AECDCP) 39
  Adult Education 44
  Counselling Psychology 48

Curriculum, Teaching and Learning (CTL) 69
- Curriculum 75
- Master of Arts in Teaching 94
- Measurement and Evaluation 96
- Second Language Education 101
- Teacher Development 108

Human Development and Applied Psychology (HDAP) 115
- Child Study and Education 119
- Educational Psychology and Special Education 121
- School and Child-Clinical Psychology 124

Sociology and Equity Studies in Education (SESE) 140
Sociologie et d'études de l'équité en éducation 140
- Sociology in Education 143
  (Critical Anti-racism Studies, Critical Pedagogy and Cultural Studies, Feminist Studies and Gender Relations in Education, Policy and Practice in Education, Political Economy of Education)

Theory & Policy Studies in Education (TPS) 159
- Educational Administration 160
- Higher Education 175
- History of Education 182
- Philosophy of Education 188

Collaborative Graduate Degree Programs 197
- Comparative, International and Development Education 197
- Environmental Studies 198
- Women's Studies (GWS) 199

Interdepartmental Graduate Specializations 200
- Aboriginal Education 200
- Adaptive Instruction 200
- Applied Cognitive Science 201
- Gender Equity in Education 202
- Transformative Learning 202
- Women's Studies/Feminist Studies 203

Graduate Interdisciplinary Research Foci 205
- Critical Pedagogy and Cultural Studies 205
- Études en Français 206
- Foundations of Education and Society 206
- Global Education 206
- Language and Critical Pedagogy 207
- Learning and Work 207
- The Nature and Development of Literacy 207

Research and Field Activities 209

Research and Development Centres 209
- Centre for the Advancement of Measurement, Evaluation, Research and Assessment 209
- Centre for Applied Cognitive Science 210
- Centre for Franco-Ontarian Studies 210
- Centre de recherches en éducation franco-ontarienne 210
- Centre for Leadership Development 210
- Centre for Teacher Development 211
- Centre for Women's Studies in Education 211
- Comparative, International, and Development Education Centre 212
- International Institute for Global Education 212
- Dr. R. G. N. Laidlaw Research Centre 212
- Modern Language Centre 213

Field Centres 213
- Midnorthern/Northeastern Centre 213
- Centre de recherches en éducation du Nouvel-Ontario (CRENO) 214
- Midwestern Centre 214
- Niagara Centre 214
- Northwestern Centre 214
- Ottawa Valley Centre 215
- Centre régional d'Ottawa 215
- Trent Valley Centre 215

Fees 216

Financial Support 219

OISE/UT Student Services and Facilities 226
- Education Commons 226
- Graduate Students' Association (GSA) 227
- Indigenous Education Network (IEN) 227
- International Students' Association (ISA) 228
- Kidspace Daycare 228
- Research Consulting Service 229
- Student Services Offices 229

University-Wide Student Services and Facilities 229

Policies and Regulations 233

Academic Staff 236

Officers of the University (Partial List) 240

Index 241

IMPORTANT NOTICES

APPLICATIONS/ADMISSIONS

OISE/UT cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimum admission requirements.

CHANGES TO FEES

At time of publication, the 1999/2000 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 216 - 218, are from the 1998/99 schedule. Fees are subject to change by the Governing Council of the University of Toronto.

CHANGES TO POLICIES, DATES, REGULATIONS AND REQUIREMENTS

This *Bulletin* is published many months prior to the beginning of the Academic Year. Staff, programs, courses, regulations, grading practices policy and dates are expected to be as published. However, the University of Toronto and OISE/UT reserve the right to change any of the above published herein in order to properly exercise its educational responsibility. Such changes are effective at such times as the proper authorities determine, and may apply not only to prospective students but also to those who are already enrolled at OISE/UT.

COPYRIGHT IN COURSE LECTURES

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

COURSE/PROGRAM LIMITATIONS

OISE/UT makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in programs, courses, or sections, and to withdraw courses or sections for which enrolment or resources are insufficient.

ENGLISH LANGUAGE FACILITY

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 35 - 36.

SGS REGULATIONS

All graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). Applicants and students are advised to consult the School of Graduate Studies Calendar for full details.

STUDENT NUMBER

Each student at the university is assigned a unique identification number. The number is confidential. The university, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The university assumes and expects that students will protect the confidentiality of their student numbers.

HISTORY AND FUNCTION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the university called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). The following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the university's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

HISTORY AND FUNCTION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its Field Centres, OISE maintained an important presence throughout the province.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years, the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968.

Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based initial teacher education program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T.) and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T.) program in English and an M.Sc.(T.) program in Mathematics were initiated. The M.Sc.(T.) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, **For the Love of Learning**, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsed this recommendation and called for proposals for two-year, initial teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the university's Academic Board. The program was in effect for the 1995-1997 period only and was available to up to 60 Elementary students and up to 60 Secondary students.

The Relationship Between OISE and FEUT

In general, OISE and FEUT each pursued their mandates and activities separately from 1965 on. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto (UT) and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the university entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It is one of the largest faculties at the university and one of the largest faculties of education in North America. It enjoys full status as a major organizational unit of the university with all the rights and responsibilities pursuant to which individual university faculties hold such status. Its departments are members of Division II (Social Sciences) of the university's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

OISE/UT AND SGS ADMINISTRATIVE OFFICERS (Partial List)

SCHOOL OF GRADUATE STUDIES

Michael Marrus, Ph.D.
Graduate Dean

Susan Howson, Ph.D.
Associate Dean, Division II (includes Education)

Carolyn M. Johnston, B.A.
Student Services Coordinator

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

•DEAN'S OFFICE

Michael Fullan, Ph.D.
Dean

TBA
Associate Dean, Graduate Studies

Carl Corter, Ph.D.
Associate Dean, Research and Field Activities

Anne Millar, M.Ed.
Associate Dean, Initial Teacher Education Programs and Laboratory Schools

•DEPARTMENTS

Chairpersons

Budd L. Hall, Ph.D.
Adult Education, Community Development and Counselling Psychology (AECDCP)

Merlin W. Wahlstrom, Ph.D.
Curriculum, Teaching and Learning (CTL)

Daniel Keating, Ph.D.
Human Development and Applied Psychology (HDAP)

David W. Livingstone, Ph.D.
Sociology and Equity Studies in Education (SESE)

Glen Jones, Ph.D.
Theory & Policy Studies in Education (TPS)

Associate Chairpersons

Lana Stermac, Ph.D.
Adult Education, Community Development and Counselling Psychology (AECDCP)

Carol Rolheiser, Ph.D.
Philip Nagy, Ph.D.
Curriculum, Teaching and Learning (CTL)

Mary Louise Arnold, Ed.D.
Human Development and Applied Psychology (HDAP)

Kari Dehli, Ph.D.
Sociology and Equity Studies in Education (SESE)

Nina Bascia, Ph.D.
Theory & Policy Studies in Education (TPS)

•OISE/UT FIELD CENTRE HEADS

Wayne Seller, M.Ed.
Head, Field Division and Co-ordinator, Technology-Mediated & Off-Campus Programs

Kenneth A. Leithwood, Ph.D.
Centre for Leadership Development

George E. Burns, Ed.D.
Midnorthern/Northeastern Centre, Sudbury Office

Bruce Cassie, Ph.D.
Midnorthern/Northeastern Centre, North Bay Office

Denis Haché, Ph.D.
Centre de recherches en éducation du Nouvel-Ontario (CRENO)

Lynne Hannay, Ph.D.
Midwestern Centre

Jack Miller, Ph.D.
Niagara Centre

Elizabeth Smyth, Ed.D.
Northwestern Centre

Marie Josée Berger, Ph.D.
Ottawa Valley/Centre régional d'Ottawa

John A. Ross, Ph.D.
Trent Valley Centre

•REGISTRAR'S OFFICE

Eucline Claire Alleyne, Ed.D.
Registrar

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

Margaret Brennan
Financial Awards Officer

Susan Hall
Liaison Officer, Graduation

Heather Haslett, B.A.
Liaison Officer, Admissions

Christine Fung
Liaison Officer, (AECDCP and HDAP)

Valerie Kolesnikow
Liaison Officer, (CTL)

Lynn Romero
Liaison Officer, (SESE and TPS)

•ADVISORY BOARD

Representatives of Teacher Organizations

Mark Giroux
Association des enseignantes et des enseignants franco-ontariens

Susan Langley
Ontario Teachers' Federation

Gene Lewis
Elementary Teachers' Federation of Ontario

Jim Smith
Ontario Catholic Teachers' Association

Representatives of Ontario School Trustee Organizations/Ontario Directors and Superintendents of Education

Harold Brathwaite
Ontario Public Supervisory Officials' Association

OISE/UT AND SGS ADMINISTRATIVE OFFICERS (Partial List)

Monique Landry-Sabourin
Association franco-ontarienne des conseils d'écoles catholiques

Beryl Ford
Ontario Public School Boards' Association

Representative of Colleges of Applied Arts and Technology

Douglas Auld
Loyalist College

Representative of the Ministry of Education and Training

Veronica Lacey
Ministry of Education and Training

Representative of the Ontario Association of Deans of Education

Michael Awender
Windsor University

Representatives of the Professional, Business and Labour Communities

The Hon. Monique Bégin
Former Co-Chair, Royal Commission on Learning

The Hon. William Davis
Past Premier of Ontario

John Evans
President Emeritus, University of Toronto
Chairman, Torstar and Chairman, Allelix

Catherine Henderson
President, Ontario College of Art and Design

Jane Knox
Professor, Queen's University

James Rush
Director, The Learning Institute,
Bank of Montreal

Barbara Stevens-Burns
President, Stevens-Burns Consultants

James Turk
Executive Director, Canadian Association of University Teachers

George Vari
George and Helen Vari Foundation

OISE Alumni

Beverly Brophy
President, OISE Alumni Association

Representatives of the Internal Community

Clive Beck
Chair, Faculty Council, OISE/UT

Judith Field
Administrative Assistant, Finance, OISE/UT

Michael Fullan
Dean, OISE/UT

Mohammed Javam
President, OISE/UT International Students' Association

Merl Wahlstrom
Chair, Department of Curriculum, Teaching and Learning, OISE/UT

Decanal Appointments

Carl Corter
Associate Dean, Research and Field Activities, OISE/UT

Paul Gooch
Vice-Provost, University of Toronto

Angela Hildyard
Principal, Woodsworth College, University of Toronto

Anne Millar
Associate Dean, Initial Teacher Education and Laboratory Schools, OISE/UT

Carole Moore
Chief Librarian, University of Toronto

NOTE: The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms. For example:

- **1999 Fall Session** - September 1999 to December 1999
- **2000 Winter Session** - January 2000 to April 2000
- **2000 Summer Session** - May 2000 to August 2000
  - **First Term** - May and June
  - **Second Term** - July and August

In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.

1999

January 4	Lectures begin for the 1999 Winter Session
January 8	Deadline for registration, including tuition fee payment, for students beginning their programs in the Winter Session. After this date a late registration fee will be charged
January 15	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 1999 Summer Session, the 1999 Fall Session and the 2000 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses
January 15	Deadline for receipt of applications for a 1999 Fall Session and 2000 Winter Session Graduate Assistantship (for full-time study only)
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year. (The information is needed by the Registrar's Office, Graduate Studies Registration Unit, by this date to allow for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for master's degree students who completed degree requirements in the 1998 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
January 19	Grade submission date for the 1998 Fall Session. (Grades will be mailed to students in mid-February)
January 20	Deadline for INC designation for 1998 Winter Session courses to be changed to a regular grade or a failure
January 22	Deadline for adding 1999 Winter Session courses

1999 (continued)

January 29	Deadline for doctoral oral examinations without fees being charged
February 15	Deadline for M.Ed. students to request convocation in Spring if **all** course requirements, comprehensives and/or research will be completed in the 1999 Winter Session
February 26	Deadline for withdrawing from 1999 Winter Session and full-year courses without academic penalty
March 15	Graduation "in absentia"
March 15	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 1999 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
March 15-19	Pre-enrolment forms for continuing students, for the 1999 Summer Session, 1999 Fall Session and the 2000 Winter Session, will be mailed
March 15-19	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 2	Good Friday (University closed)
April 9	Last day of 1999 Winter Session and full-year lectures
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
April 23	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit.** **• For Ph.D. - at least nine working weeks before this date** **• For Ed.D. - at least seven working weeks before this date**
April 30	Continuing students should pre-enrol in courses for the 1999 Summer Session, the 1999 Fall Session and the 2000 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 3	Deadline for pre-enrolling in Audio Distance Education courses for the 1999 Summer Session
May 3	First day of classes and registration for the 1999 Summer Session, first term

1999 (continued)

May 7	First day of classes and registration for students in the Ed.D. Administrator Doctoral Cohort specialization
May 15	Deadline for registration for 1999 Summer Session Independent Study and Research
May 15	Deadline for registration for 1999 Summer Session, first term, including tuition fee payment where applicable
May 15	Deadline for adding or dropping 1999 Summer Session, first term courses
May 15	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 1999 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
May 20	Grade submission date for 1999 Winter Session and full-year courses. (Grades will be mailed to students in mid-June)
May 20	Deadline for INC designation for 1998 Summer Session courses to be changed to a regular grade or a failure
May 21	University closed
May 24	Victoria Day (University closed)
May 28	Deadline for pre-enrolling in Audio Distance Education courses for the 1999 Fall Session and the 2000 Winter Session
May 30	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to 1999 Summer Session, second term
June 7	Spring Convocation - Ph.D. and M.A. (2:30 pm)
June 8	Spring Convocation - M.A.(T) (2:30 pm)
June 11	Spring Convocation - Ed.D. and M.Ed. (10:00 am)
June 11	Last day of 1999 Summer Session, first term lectures
June 11	Deadline for adding 1999 Summer Session, second term courses **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 1999 Summer Session, second term courses
July 1	Canada Day (University closed)
July 2	University closed

1999 (continued)

July 5	Deadline for M.Ed. students to request convocation in the Fall if **all** course requirements, comprehensives and/or research will be completed in the 1999 Summer Session
July 5	Lectures begin for the 1999 Summer Session, second term
July 5-6	Registration for the 1999 Summer Session, second term, including tuition fee payment where applicable
July 6	Deadline for registration, without late fee, for 1999 Summer Session, second term
July 14	Deadline for adding or dropping 1999 Summer Session, second term courses
July 15	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 1999 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
July 31	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to the 1999 Fall Session
July 31	Deadline for adding 1999 Fall Session and full-year courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
August 2	Civic Holiday (University closed, classes rescheduled)
August 13	Last day of 1999 Summer Session, second term lectures
August 16	Registration for the 1999 Fall Session and the 2000 Winter Session begins
September 5	Deadline for submission of Individual Reading and Research course approval forms for 1999 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 6	Labour Day (University closed)
September 13	Lectures begin for the 1999 Fall Session and full-year courses
September 17	1999/2000 Fall/Winter Session registration, which includes tuition fee payment, ends. After this date, a Late Registration Fee will be charged
September 15	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
September 30	Grade submission date for 1999 Summer Session courses. (Grades will be mailed to students toward the end of October)

1999 (continued)

September 30	Deadline for INC designation for 1998 Fall Session courses to be changed to a regular grade or a failure
September 30	Last day to request a Deferral of Admission for the 1999 Fall Session and the 2000 Winter Session
October 2	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit.** **• For Ph.D. - at least nine working weeks before this date** **• For Ed.D. - at least seven working weeks before this date**
October 8	Deadline for adding 1999 Fall Session and full-year courses
October 11	Thanksgiving Day (University closed, classes rescheduled)
October 15	Deadline for M.Ed. students to request convocation in March (in absentia) or in the Spring if **all** course requirements, comprehensives and/or research will be completed in the 1999 Fall Session
November 5	Deadline for withdrawing from 1999 Fall Session courses without academic penalty
November 15	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to the 2000 Winter Session
November 15	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
November 24	Fall Convocation - Ed.D., M.Ed. and M.A.(T) (6:00 pm)
November 25	Fall Convocation - Ph.D. and M.A. (6:00 pm)
December 10	Last day of lectures for the 1999 Fall Session
December 10	Deadline for adding 2000 Winter Session courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2000 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 22-31	University closed

2000

January 3	Lectures begin for the 2000 Winter Session
January 7	Deadline for registration, including tuition fee payment, for students beginning their programs in the 2000 Winter Session. After this date a late registration fee will be charged
January 14	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Summer Session, the 2000 Fall Session and the 2001 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses.
January 14	Deadline for receipt of applications for a 2000 Fall Session and 2001 Winter Session Graduate Assistantship (for full-time study only)
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive one year of the required "full-time study" credit towards the Ph.D. (The information is needed by the Registrar's Office, Graduate Studies Registration Unit, by this date to allow for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for master's degree students who completed degree requirements in the 1999 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 20	Grade submission date for the 1999 Fall Session courses. (Grades will be mailed to students in mid-February)
January 20	Deadline for INC designation for 1999 Winter Session courses to be changed to a regular grade or a failure
January 21	Deadline for adding 2000 Winter Session courses
January 31	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday.** **• For Ph.D. - at least eleven working weeks before this date** **• For Ed.D. - at least nine working weeks before this date**
February 15	Deadline for M.Ed. students to request convocation in Spring if all course requirements, comprehensives and/or research will be completed in the 2000 Winter Session
February 25	Deadline for withdrawing from the 2000 Winter Session and full-year courses without academic penalty

2000 (continued)

March TBA	Graduation "in absentia"
March 13-17	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 15	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
March 15-19	Pre-enrolment forms for continuing students, for the 2000 Summer Session, 2000 Fall Session and the 2001 Winter Session, will be mailed
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 7	Last day of 2000 Winter Session and full-year lectures
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
April 21	Good Friday (University closed)
April 23	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit.** **• For Ph.D. - at least nine working weeks before this date** **• For Ed.D. - at least seven working weeks before this date**
April 30	Continuing students should pre-enrol in courses for the 2000 Summer Session, the 2000 Fall Session and the 2001 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 14	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
May 19	Grade submission date for 2000 Winter Session and full-year courses. (Grades will be mailed to students in mid-June)
May 19	Deadline for INC designation for 1999 Summer Session courses to be changed to a regular grade or a failure
May 22	Victoria Day (University closed)
June TBA	Spring Convocation

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, le bureau de la formation à distance offre présentement un programme d'études en français. Prière de consulter la page 206 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counseling

A. M. Thomas, A. M. Tough

Département de curriculum, d'enseignement et d'apprentissage

M.-J. Berger, B. J. Burnaby, S. Churchill, A. Cumming, J. P. Cummins, G. Feuerverger, N. J. Frenette, D. Gérin-Lajoie, D. Haché, G. Hanna, M. B. Harley, N. Labrie, S. Lapkin, L. D. McLean, R. S. McLean, M. K. Swain, D. N. Wilson

Département du développement humain et de psychologie appliquée

E. Geva, B. Schneider, J. Wiener

Département de sociologie et d'études de l'équité en éducation

S.E. Anderson, G. E. Burns (Centre du Moyen-Nord/Nord-Est), M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation

R. E. S. Hayhoe, A. Prentice

Voir la section *Interdisciplinary Research Foci* pour une description des cours en français, sous la rubrique *Études en français* à la page 206.

PRE-ENROLMENT FOR CONTINUING M.A., M.A.(T.), M.ED., ED.D. AND PH.D. STUDENTS

Pre-enrolment forms for course selection for the 1999 Summer Session, the 1999 Fall Session and the 2000 Winter Session will be mailed in mid March 1999. The student telephone service will be available March 21. Students should pre-enrol in courses before April 30 either by using the telephone service or by returning their completed pre-enrolment forms to the Registrar's Office, Graduate Studies Registration Unit. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the Fall and Winter Sessions of the academic year.

NOTE: No guarantee of acceptance into either the first or second choice of courses can be given for any session. **If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrolment in the course.**

DEFINITION OF FULL-TIME STUDENT

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

PART-TIME STUDY/LATE AFTERNOON AND EVENING CLASSES IN FALL AND WINTER SESSIONS

During the 1999 Fall Session and the 2000 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) two half-courses in each of the two sessions;

b) four half-courses which run for both the Fall and Winter Sessions;

c) two full courses which run for both the Fall and Winter Sessions; or

d) where scheduling necessitates, one half-course which runs for both the Fall and Winter Sessions, along with one half-course which runs for the Fall Session and one half-course which runs for the Winter Session.

STUDY IN SUMMER SESSION

During each term of the Summer Session (May-June) and (July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course.

NOTE: Students enrolled in the following specializations and who are undertaking their required period of full-time study in the Summer Session are exempt from the above:

- The Administrator Doctoral Cohort specialization in the Educational Administration Program
- The Ed.D. in the Higher Education specialization in the Higher Education Program
- The Doctor of Education for Community College Leaders in the Higher Education Program

Ph.D. and Ed.D. candidates who have completed the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program then).

OFF-CAMPUS/DISTANCE EDUCATION

OISE/UT offers off-campus sections of some courses in a variety of Ontario locations. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Courses via audio conferencing use sites in northern Ontario (i.e., north of Parry Sound) which are part of the Contact North/Contact Nord network. Sites in southern Ontario are determined according to the location of students who pre-enrol by the deadline listed in the OISE/UT Course Schedule (off-campus section). Students who have pre-enrolled by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. Students are urged to pre-enrol by the deadline. Courses may be cancelled if enrolment is low.

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 39 - 196.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local Field Centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through inter-library loan.

Application Procedures

New part-time degree applicants and part-time Special Students should contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 213 - 215) for an Application Information Package. In areas of the province not served directly by a Field Centre, contact should be made with the Registrar's Office, Graduate Studies Admissions Unit, OISE/UT. Application procedures are the same for all students (see pages 33 - 37).

Registration

Part-time, off-campus students **who have already been admitted to a degree program**, register by mail. A course registration form and a fees invoice will be mailed to the student when all admission conditions have been met. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

REQUIRED PERIOD OF FULL-TIME STUDY

Many programs specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

a) consecutive Fall and Winter Sessions i.e., September to December and January to April in the same academic year

OR

b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following specializations and who are undertaking their required period of full-time study in the Summer Session:

- The Administrator Doctoral Cohort specialization in the Educational Administration Program
- The Ed.D. in the Higher Education specialization in the Higher Education Program
- The Doctor of Education for Community College Leaders in the Higher Education Program

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program is being undertaken must be in a position to offer that program beginning in January.

DUAL REGISTRATION FOR M.A. AND PH.D. CANDIDATES

Students in an M.A. program at the University of Toronto who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one session in both programs under the following conditions:

1. The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.
2. Permission has been granted by OISE/UT.
3. The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's program. **NOTE:** Only the appropriate Ph.D. fees will be charged.
4. The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's candidate only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. program.

TRANSFER BETWEEN PROGRAMS

M.A. and M.Ed. candidacy is **not normally** interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation and candidacy is **not normally** interchangeable. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, early in the student's degree candidacy and would require the support of the student's department.

CONTINUITY OF REGISTRATION

Doctoral candidates who have completed the required minimum period of full-time study but who have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been fulfilled.

Full-time master's students, once they are past the "minimum period of registration", must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other requirements have been completed.

Failure to register as required will cause a student's candidacy to lapse.

PARENTAL LEAVE

Graduate students may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a parental leave during their program. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child.

By completing the Parental Leave Request form, a parent may apply for up to three sessions of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of sessions cannot exceed four.

Students on leave will not be eligible to receive OISE/UT Graduate Assistantships, or Scholarships, or other OISE/UT awards; only OISE/UT Scholarships may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply.

The terminal date of the degree program will be extended by the duration of the leave taken. Normally, the start and end of the leave should coincide with the start and end of a session.

LEAVE FOR HEALTH PROBLEMS OR PERSONAL CIRCUMSTANCES

Graduate students whose programs require continuous registration may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a one-session to three-session leave during their program of study on the grounds of health or personal problems which temporarily make it impossible to continue in the program. Once on leave, students will neither be registered nor will they be required to pay fees for this period. They may not make demands upon the resources of the university, such as use library facilities, attend courses or expect advice from their supervisor or make any formal progress toward their degree. They will not be eligible to receive or defer University of Toronto fellowship support during the leave. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make application for such leave by completing the Leave Request form and submitting it to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for approval. The terminal date of the degree program will be extended by the duration of the leave taken. Only under exceptional circumstances will the student be granted more than one leave under the terms of this policy. Normally, the start and end of the leave should coincide with the start and end of a session. Leave requests which do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

COURSE CHANGES AND COURSE COMPLETION

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 13 - 17. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has incomplete courses, others must be added to fulfil the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 13 - 19. These dates are mandatory. They represent the dates the grades are due in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, pages 234 - 235.)

NOTE: Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Registration Unit, is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

GRADE REPORTS

Fall Session grades will be mailed to students in mid-February. Grades for Winter Session and full-year courses will be mailed to students in mid-June. Summer Session grades will be mailed towards the end of October.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from:

OISE/UT Registrar's Office
Graduate Studies Registration Unit
252 Bloor Street West, 4-485
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2653

M.Ed., M.A., M.A.(T), Ed.D., and Ph.D. candidates and Special Students may obtain transcripts from:

School of Graduate Studies
63 St. George Street
Toronto, Ontario M5S 1A1
Telephone: (416) 978-5378

At the time of printing of this *Bulletin*, the charge for a transcript is $6.00 (plus GST and PST) for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 218 and 235.)

MINIMUM ADMISSION, PROGRAM AND DEGREE REQUIREMENTS

OISE/UT conducts, within the School of Graduate Studies, programs leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education program, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

Master of Education (M.Ed.)
Master of Arts (M.A.)
Master of Arts in Teaching (M.A.(T.))
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 33 - 37.

Following is an outline of the **minimum** admission, program and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to present a case for non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

MASTER OF EDUCATION (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Admission Requirements

a) An appropriate three- or four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. (See the Admission Requirements section of individual departments for programs which require higher standing, pages 39 - 196.)

If the bachelor's degree specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency. An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

Depending on the makeup of the degree, and the student's intended area of specialization at the master's level, some additional study may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Program of Study

Applicants must declare their choice of OISE/UT department at the time of application. Upon admission the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may change the home department en route to the degree, such change may result in a lengthened program.

The minimum program requirements for the M.Ed. degree are as follows:

a) In keeping with their department's requirement, students must undertake one of the following options to complete their program.

Option I - Coursework only:
ten half-courses plus a comprehensive examination/requirement.
Option II - Research Project:
eight half-courses plus a research project or a Major Research Paper.
Option III - Thesis:
six half-courses plus a thesis.

The M.Ed. degree program requires that a minimum of half of the courses must be taken in the home department unless otherwise specified by the department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as equivalent to two of the half-courses.

b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling Psychology for Psychology Specialists).

c) **Full-time master's students, once they are past the "minimum period of registration" must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

e) All requirements for the degree must be satisfactorily completed **within six years** from first enrolment.

f) Applicants who have completed graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses, or 25% of the course requirements for the M.Ed. degree, whichever is greater, provided those courses were not credited toward another degree, diploma, certificate, or any other qualifications.

Similarly, it is possible in an individual case, with the prior approval of the student's faculty advisor and the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, to plan an M.Ed. program so that courses may be taken at another university in keeping with the transfer credit policy previously described.

g) Courses taken in a previous graduate program and credited to a degree program at OISE/UT will not reduce the total program fee required.

h) Candidates **must apply to graduate** either by using the student telephone service or by completing and returning an **Application to Graduate card** obtained from the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Those completing their program, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

- **Summer Session completion - apply by July 5**
  Candidates will receive their diploma at the November convocation ceremony.
- **Fall Session completion - apply by October 15**
  Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- **Winter Session completion - apply by February 15**
  Candidates will receive their diploma at the June convocation ceremony.

MASTER OF EDUCATION (M.Ed.) FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE/UT departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education. Such persons may apply for admission to the "M.Ed. for Special Purposes". They will be required to name the main OISE/UT department and program in which their interests lie, and will be assigned to an appropriate faculty advisor with whom they will design a suitable program in terms of the options offered in the home department.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to design a highly individualized program suited to their particular needs and interests. (See Graduate Interdisciplinary Research Foci, pages 205 - 208.)

MASTER OF ARTS (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Some M.A. degree programs at OISE/UT, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in, for example, Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program.

Consult departmental information for full details, pages 39 - 196.

Admission Requirements

The requirements for admission to a one-year M.A. program are:

a) Normally, an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. (See the admission requirements section of individual departments for programs which require specified undergraduate disciplines and a higher standing for admission, pages 39 - 196.)

If the specialization of the bachelor's degree is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish this equivalency.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

b) Applicants with qualifications as above, except that their bachelor's degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

Program of Study
Applicants must declare their choice of OISE/UT department at the time of application. Upon admission the student will be assigned to a faculty advisor for their particular field, who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. in OISE/UT are as follows:

a) A **one-year program** comprised of at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full- or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

b) Candidates admitted to an extended program **(one and one-half years)** on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses.

c) Candidates admitted to a **two-year program**, on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, are required to complete twelve half-courses.

d) A thesis. All M.A. candidates, with the exception of the Child Study and Education program which does not require a thesis, must have their thesis committees officially formed as follows:

- **if studying full time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
- **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE/UT. Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

e) In most departments it is possible to pursue an M.A. program on a part-time basis. A minimum of one academic year of full-time study is required for some programs. Consult departmental information for full details, pages 39 - 196.

f) **Full-time master's students, once they are past the "minimum period of registration" must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** from first enrolment for candidates admitted to one-year (six or eight half-course) programs and **within six years** from first enrolment for candidates admitted to one-and-a-half- (ten half-course) or two-year (twelve half-course) programs.

i) Candidates who have completed graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses or 25% of the course requirements for the M.A. degree, whichever is greater, provided that those graduate courses were not credited toward another degree, certificate, diploma, or any other qualification. Such course credit, if granted, will not reduce the total program fee.

MASTER OF ARTS IN TEACHING (M.A.(T.))

This program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies. The program is designed for part-time study but may also be completed in three consecutive sessions - Fall, Winter and Summer.

Admission Requirements

Applicants require:

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto, or another approved university. Applicants without sufficient background in English may be required to take one or more undergraduate courses in addition to the program requirements.

b) A mid-B standing in English courses from the University of Toronto or another approved university. Undergraduate courses in education are not given consideration.

c) One year of teaching experience or equivalent professional experience.

d) Two letters of recommendation, one from the applicant's undergraduate program.

e) Recent curriculum vitae which must include teaching experience after graduation.

Program of Study

Students will be required to complete:

a) One full course in the history and theory of the study of English.

b) One full course in the Graduate Department of English.

c) Four half-courses from the list of Master of Arts in Teaching courses of instruction, pages 95 - 96.

DOCTOR OF EDUCATION (Ed.D.)

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections, pages 39 - 196.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto B+ or better in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs which require higher standing for admission, pages 39 - 196.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) A personal interview whenever possible. Because the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigourous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

g) Additional requirements may be deemed appropriate for admission within the Ed.D. program. Such requirements are outlined in the departmental sections, pages 39 - 196.

Program of Study
Applicants must declare their choice of OISE/UT department at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ed.D. are as follows:

a) Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following and who are undertaking their required period of full-time study in the Summer Session:

- The Administrator Doctoral Cohort specialization in the Educational Administration Program
- The Ed.D. in the Higher Education specialization in the Higher Education Program
- The Doctor of Education for Community College Leaders in the Higher Education Program

b) In most programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 39 - 196.) **However, once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.**

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same area of specialization proposed at the doctoral level. Upon the recommendation of the home department, candidates beginning the degree program on a full-time basis can add prerequisite courses to their program. Otherwise, candidates must take prerequisite courses as "Special Students" at OISE/UT.

An eight half-course Ed.D. program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions.

NOTE: An exception is the Ed.D. in Second Language Education which requires six to eight half-courses (see page 102).

d) Candidates in some departments or specializations will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigourous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE/UT. Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ed.D. must be completed **within six years** of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply to the graduate programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the appropriate departmental sections. The average time to completion is approximately five years.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto B+ or better in master's courses. (See the admission requirements section of individual departments for programs which require a higher standing for admission, pages 39 - 196.)

Students in an M.A. program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 22.

b) Holders of master's degrees other than the OISE/UT M.A. in the same area of specialization as proposed at the doctoral level, must submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in each OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE/UT department may require a QRP, which must be completed before registration in the doctoral program. Please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

Program of Study

Applicants must declare their choice of OISE/UT department at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of four sessions (two consecutive Fall and Winter Sessions) of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. A request to do so must be made in writing, outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Registration Unit.

Such interruption is granted for a maximum of one year and the terminal date of the degree program will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b) **Once first registered in the program, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.**

c) The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically, when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.

d) Candidates will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must file the names of the thesis committee members by April 1 of the second year of the period of required full-time study.

The thesis must conform to the tenets of scholarly writing in a rigourous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE/UT. Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ph.D. program must be **completed within six years** of first enrolment as a Ph.D. candidate.

SPECIAL STUDENTS

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto mid-B or better.

Part-time Study

An applicant accepted as a part-time Special Student must hold a degree from a recognized university. If the degree was attained with standing lower than a University of Toronto mid-B, the applicant cannot apply for admission to a degree program at a later date.

APPLICATION PROCEDURES

APPLICANTS TO DEGREE PROGRAMS

1. Application for Admission

All applicants must submit a completed OISE/UT application, clearly indicating the OISE/UT department, program and degree to which they wish to be admitted. Applicants should carefully review the specializations/concentrations within departments and clearly state on the Application Form B, Section 3, which specialization/ concentration they wish to pursue.

For application information, contact:
OISE/UT Registrar's Office
Graduate Studies Admissions Unit
252 Bloor Street West,
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2663/2664
1-800-785-3345
Fax: (416) 323-9964
e-mail: gradstudy@oise.utoronto.ca

2. Documentation

The OISE/UT application is a self-administered application. Applicants must assemble all relevant documentation and submit it together with the application. All documents submitted in support of an application become and remain the property of the university, subject to the Policy on Access to Official Student Records.

a) Transcripts and Academic Records

TWO official transcripts of your academic record from each university attended must be included in the application. Each transcript must be received in a sealed envelope, signed/stamped by the issuing institution.

The transcripts which you receive in sealed envelopes are confidential and are not to be opened.

Some institutions will not provide you with transcripts in sealed envelopes. In this case, official transcripts should be sent directly from the issuing institution to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit. Transcripts received in unsealed envelopes are not considered official, nor are faxed copies of transcripts.

NOTE: Applicants are not required to submit official transcripts of study undertaken at the University of Toronto if they were registered for the first time in the Faculty of Arts and Science (including Erindale College), the Faculty of Applied Science and Engineering, or Scarborough College, in the summer of 1988 or later.

Applicants from universities outside North America should note that official English language translations must accompany all foreign documentation not written in English.

b) Non-Refundable Application Fee

If you have not previously been registered at the University of Toronto, School of Graduate Studies, you must submit with your application a Non-Refundable Application Fee. A single Application Fee is required regardless of the number of OISE/UT departments or programs to which you are applying. **Note that your application will not be processed until the Application Fee has been paid.** There are no refunds, waivers or deferrals of the Application Fee. The 1999/2000 Application Fee is $85 Canadian ($62 U.S.). (Subject to change for 2000/2001)

The Application Fee can be paid by certified cheque, money order, or bank draft, payable to the University of Toronto (write your full name and date of birth on the back of the cheque, money order or bank draft). VISA or MasterCard is also accepted. If you are paying by credit card, you must provide all of the information requested on Application Fee - Form D (located at the bottom of Document Report - Form C). **Do not send cash in the mail.**

Canadian funds drawn on a Canadian bank or U.S. funds drawn on a U.S. bank are acceptable. If you cannot obtain Canadian or U.S. funds, you must wire your fee directly to the address below. To determine the equivalency of the $85 Canadian fee, contact a bank for the exchange rate.

Canadian Imperial Bank of Commerce
International Division
Main Branch, Commerce Court
Toronto, Ontario, CANADA M5L 1G9

NOTE: A Non-Refundable Service Fee may also be applicable

If you are applying to the Master of Arts in Child Study and Education one-year or two-year program you must submit with your application a Non-Refundable Service Fee (even if you have previously been registered at the University of Toronto, School of Graduate Studies).

This Service Fee is in addition to the Application Fee. The 1999/2000 Service Fee is $70 Canadian ($51 U.S.). The Service Fee can be paid by the same methods as the Application Fee (see above for more information). The Application Fee and the Service Fee may be combined in one payment of $155 Canadian ($113 U.S.). (Subject to change for 2000/2001)

c) Letters of Reference

TWO letters of reference are required:

- **Academic** - from a university instructor with whom you have studied
- **Professional** - from a referee who is familiar with your professional work and promise.

For this purpose, forms entitled **"Letter of Reference to Support Application for Admission to Graduate Studies in Education"** are enclosed in the application package. Instruct each referee to enclose the form in the envelope provided, seal and sign the envelope on the back, and forward it to your attention. **Do not open it.**

NOTE: Applicants to the M.A. and doctoral programs in the Department of Sociology and Equity Studies in Education should ensure that all letters of reference be from professors with whom they have studied or worked.

d) Résumé or Curriculum Vitae

TWO copies of your résumé or curriculum vitae must be included in your application. It should detail your employment history (including names of employers, job titles, position responsibilities, dates employed (whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

e) Statement of Intent

TWO copies of a Statement of Intent or Plan of Study must be included in your application. It should detail your study and/or research interests, career goals and reasons for seeking admission. You may also wish to indicate OISE/UT faculty members with whom you are interested in working.

f) 'Other' Supporting Documentation

Some departments or programs require additional supporting documentation. Refer to the relevant departmental section(s) in this *Bulletin* for more information. For example, if applicable, applicants to M.Ed. or Ed.D. programs are required to submit documents attesting to teacher education, teacher certification and teaching experience; applicants to the Department of Sociology and Equity Studies in Education must submit a sample of their written work in the area of the social sciences; applicants to the program of School and Child-Clinical Psychology are requested to submit a letter of reference from an applied clinical setting. With the exception of a sample of written work, **TWO** copies of 'other' supporting documentation must be included in your application.

NOTE: Applicants to the Master of Arts in Child Study and Education
Because candidates are applying to a teacher education program, they also need to submit the following with their application:

- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
- a photocopy of a certificate of change of name where applicable
- satisfactory evidence of freedom from tuberculosis, required by the Ontario College of Teachers

NOTE: In addition, a criminal record check is required for certification by the Ontario College of Teachers.

g) English Language Facility

NOTE: OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English. In order to have their application considered, evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests:

NOTE: Test scores must be forwarded directly from the testing service to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, to be considered official.

- **Test of English as a Foreign Language (TOEFL)**
  Educational Testing Service, P.O. Box 6151
  Princeton, New Jersey
  08541-6151, U.S.A.
  Telephone: (609) 921-9000

  Presently the TOEFL is offered in two formats: paper-based, on which a minimum total score of 580 is required
  OR
  computer-based, on which a minimum total score of 237 is required

  The TOEFL must include a Test of Written English (TWE) or an Essay Rating Score with a minimum score of 5.0 required on both the paper- and the computer-based tests. The OISE/UT "Institution Code" is 0982.

- **Michigan English Language Assessment Battery (MELAB)**
  English Language Institute (ELI)
  University of Michigan
  Ann Arbor, Michigan
  48109-1097, U.S.A.
  Telephone: (313) 764-2416/763-3452
  OR
  The Toronto MELAB Test Centre
  Telephone: (416) 946-3942
  OR

(in person)
New College, Room 2045
University of Toronto
40 Willcocks Street
Toronto, Ontario
OR
(by mail)
New College, Room 2045
University of Toronto
21 Classic Avenue
Toronto, Ontario M5S 2Z3

The minimum MELAB score required is 85.

- **International English Language Testing System (IELTS)**
  University of Cambridge Local
  Examinations Syndicate
  1 Hills Road
  Cambridge, U.K. CB1 2EU

  Applicants may also contact their nearest British Council Office. The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at (519) 748-5220 ext. 603.

The minimum IELTS score required is 7.0.

3. Graduate Assistantships

Many applicants for admission as full-time students may also be applying for an OISE/UT Graduate Assistantship (see page 219). The deadline for submission of the Graduate Assistantship application form is January 15. OISE/UT is unable to provide adequate financial assistance to international applicants, hence they must submit evidence of ability to fund their studies at OISE/UT before an offer of admission will be issued.

4. Deadlines

You are encouraged to submit your application as soon as possible. **Completed applications (including all supporting documentation) must be submitted no later than January 15, 1999,** for registration in the 1999/2000 academic year. Applications received after this date may not be considered because departments and/or programs may close their admission. As well, applications received after this date may not be considered for financial support. If admission remains open, note the following supplemental deadlines for receipt of completed applications:

May 15, 1999 (for a Summer 1999, second term start)
July 15, 1999 (for a September 1999 start)
November 15, 1999 (for a January 2000 start)

NOTE: To be assured that your application will be considered for a place in a program, as well as for financial support, you must submit your completed application by January 15, 1999.

The deadline for application for the 2000/2001 academic year will be January 14, 2000.

5. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

6. Admission Decisions

Applications for admission are considered by the respective OISE/UT departments, and their recommendations for acceptance must then be approved by the OISE/UT Registrar's Office, Graduate Admissions Unit, and, where necessary, the School of Graduate Studies. **Notification of acceptance by individual OISE/UT departments is not official.** Note also that the offer of admission is valid only for the beginning date indicated on the "Offer of Admission" letter. Normally applicants can expect official notification regarding their admissibility during the latter part of April. **The Registrar's Office cannot provide any information on the status of applications prior to this time.**

7. Deferral of Admission

Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and must compete with all other applicants for the later session.

In exceptional circumstances a department may recommend deferral of admission for a twelve-month period following the date of initial acceptance. Requests for deferral must be initiated by the applicant through the OISE/UT Registrar's Office, Graduate Studies Admissions Unit by September 30 of the year of acceptance.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. Documents of applicants who have not previously registered at OISE/UT will be kept on file for two years from the date of submission and are not returnable.

SPECIAL STUDENT APPLICANTS

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

NOTE: Students accepted to a doctoral program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. Applicants interested in taking courses as Special Students on a full-time basis should follow the application procedures for degree applicants. See the section Minimum Admission, Program and Degree Requirements, pages 25 - 32.

Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students. Applicants interested in taking courses as Special Students on a part-time basis should request the appropriate form from the OISE/UT Registrar's Office, Graduate Studies Admissions Unit. When these forms are submitted they should be accompanied by a statement indicating why part-time Special Student status is requested. Those accepted with standing lower than a University of Toronto mid-B cannot apply for admission to a degree program at a later date.

GRADUATE PROGRAMS BY DEPARTMENT

On the following pages is information about graduate studies offered by OISE/UT's five departments - their programs, specializations, research foci, faculty and courses. Applicants and students may wish to consult the individual OISE/UT department regarding faculty who may be on sabbatical leave during the coming academic year.

COURSE NUMBERING EXPLAINED

Most courses are offered as half-courses, identified by an **H** following the course number. At the time of publication the actual session in which a course is to be offered is not known. Full courses are identified by a **Y** after the course number.

Effective in the 1998 Summer Session, the three-letter course prefixes indicate the OISE/UT department with which they are identified (see below). Prior to this, OISE/UT graduate courses were prefixed with EDT.

AEC: Adult Education, Community Development and Counselling Psychology
CTL: Curriculum, Teaching and Learning
HDP: Human Development and Applied Psychology
SES: Sociology and Equity Studies in Education
TPS: Theory & Policy Studies in Education

Joint courses are indicated by a **J** as the first letter in the three-letter prefix.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Program, CTL1000 series refers to master's level courses; CTL1800 to 1890 series refers to doctoral level courses, etc.

COURSE DEADLINES, PREREQUISITES, LIMITS

Students should note the deadline for pre-enrolment in courses (see Sessional Dates and Deadlines, pages 13 - 19), at which time an OISE/UT schedule of courses is available. There are enrolment limits, as wel! as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

NOTE: Students with conditions of admission outstanding will not be permitted to pre-enrol in courses.

FULL-TIME/PART-TIME COURSE LOAD

Six half-courses ordinarily constitute a full-time program in the Fall and Winter Sessions (typically three in each session). Each half-course normally meets for thirteen weeks of two and one-half hour classes per week or for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 13 - 19.)

SPECIAL TOPICS COURSES

Each department also offers a number of Special Topics courses in specific areas not already covered in the regular course offerings.

ADULT EDUCATION, COMMUNITY DEVELOPMENT, AND COUNSELLING PSYCHOLOGY (AECDCP)

The Department of Adult Education, Community Development, and Counselling Psychology provides M.Ed. and Ed.D. degrees in the following two distinct Ontario Council of Graduate Studies approved programs:

- Adult Education
- Counselling Psychology

The Department also offers M.A. and Ph.D. degrees in the Adult Education program. Within each of the two distinct programs there are further possibilities of specialization. In addition, the Department is responsible for the adult education provisions in the initial teacher education program.

A Certificate in Adult Education is available for those whose academic preparation makes them ineligible for graduate accreditation programs. Also available is a Diploma in Adult Training and Development for those interested in specializing in this area.

The Counselling Psychology program offers a course of study leading to eligibility for registration as a Psychologist or Psychological Associate in the Province of Ontario in addition to other specializations. Specific information relevant to each of the two programs is presented on the following pages.

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

GENERAL INFORMATION

- For information about application procedures and forms, contact:
  OISE/UT Registrar's Office
  Graduate Studies Admissions Unit, Room 485
  Telephone: (416) 923-6641 ext. 2663/2664
  e-mail: gradstudy@oise.utoronto.ca

- For information about registration, contact:
  Christine Fung, Liaison Officer
  OISE/UT Registrar's Office
  Graduate Studies Registration Unit, Room 485
  Telephone: (416) 923-6641 ext. 2665
  e-mail: cfung@oise.utoronto.ca

ACADEMIC INFORMATION

- **Adult Education Program**

Community, International and Transformative Learning
Dr. Ed O'Sullivan (416) 923-6641 ext. 2592
Learning and Teaching
Dr. Peter Gamlin (416) 923-6641 ext. 2593
Workplace Learning and Change
Dr. Shahrzad Mojab (416) 923-6641 ext. 2242

- **Counselling Psychology Program**

Ms. Gladys Kachkowski
Academic Affairs Officer
Telephone: (416) 923-6641 ext. 2552
e-mail: gkachkowski@oise.utoronto.ca

CHAIRPERSON OF THE DEPARTMENT

Budd L. Hall, Ph.D. (UCLA)
Professor
(adult education and global civil society; political economy of adult education; participatory research; poetry and learning in social movements)

ASSOCIATE CHAIRPERSON OF THE DEPARTMENT

Jeanne E. Watson, Ph.D. (York)
Assistant Professor
(process-experiential therapy; cognitive-affective processes in the treatment of depression; psychotherapy process and outcome; the therapeutic alliance)

ADULT EDUCATION PROGRAM

FACULTY

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from Curriculum, Teaching and Learning
(values education, teaching, teacher education, school renewal)

Ardra Cole, Ed.D. (Toronto)
Associate Professor
(teacher development; teacher education; teacher education reform; qualitative research methods)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum, Teaching and Learning

Laara Fitznor, M.Ed. (Manitoba)
Lecturer, cross-appointed to the Department of Curriculum, Teaching and Learning and the Department of Sociology and Equity Studies in Education
(Aboriginal education; anti-racism education)

Peter Gamlin, Ph.D. (Cornell)
Professor
(cooperative inquiry; dynamic/interactive instruction; non-biased/authentic assessment; Aboriginal studies)

Budd Hall (see previous listing)

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal, practitioners' experienced knowledge; practice theory relations)

J. Gary Knowles, Ph.D. (Utah)
Associate Professor
(teacher development; teacher education, qualitative (especially life history and arts-based) research methods; home education; environmental education)

Marilyn Laiken, Ph.D. (Toronto)
Associate Professor
(organization renewal and change; conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to Human Development and Applied Psychology
(school psychology: models of service delivery; preventive practices and dynamics of change; social-emotional relationships and depression ir schools; creativity and wellness)

Angela Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; education and social movements; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

Shahrzad Mojab, Ph.D. (Illinois)
Assistant Professor
(equity and diversity in the workplace; anti-racism education; critical and feminist pedagogy; globalization, the state and educational policy; feminism and nationalism; and comparative and international women's education)

Edmund V. O'Sullivan, Ph.D. (Syracuse)
Professor
(global ecological education; transformative learning; critical pedagogy, holistic education, and community development)

Jack Quarter, Ph.D. (Toronto)
Professor, Academic Secretary
(workplace, organizational and economic democracy; cooperatives; community development; unions)

Daniel Schugurensky, Ph.D. (Alberta)
Assistant Professor
(theories of adult education; global/local dynamics; popular education; participatory democracy; Latin America; comparative education; political sociology of adult education; university-community relationships)

Alan M. Thomas, Ph.D. (Columbia)
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labour education; learning and the law)

ASSOCIATED INSTRUCTORS

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change

Eileen Antone, Ed.D. (Toronto)
Consultant: First Nations Education and Indigenous Studies

David J. F. Beatty, Ph.D. (Michigan State)
Consultant: organizational development

Bonnie Burstow, Ph.D. (Toronto)
Consultant and feminist therapist: qualitative research; basic processes in adult learning

Phyllis Cunningham, Ph.D. (Chicago)
Professor: Department of Leadership and Educational Policy Studies, Northern Illinois University

Margaret Fisher-Brillinger, Ed.D. (Toronto)
Adult education and psychotherapist

Amir Hassanpour, Ph.D. (Illinois)
Research Consultant: language and education; media technologies and education; language and nationalism; social theory and methodology; international communication

Jennifer Horsman, Ed.D. (Toronto)
Adult education consultant: Spiral Community Resource Group

D'Arcy Martin, Ed.D. (Toronto)
Labour educator: adult education and social movements

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Chair, Centres for Learner Support, Humber College of Applied Arts and Technology

PROFESSORS EMERITI

William E. Alexander, Ph.D. (Syracuse)
Donald H. Brundage, Ed.D. (Columbia)
James A. Draper, Ph.D. (Wisconsin)
M. Dormer Ellis, Ed.D. (Toronto)
Keith McLeod, Ph.D. (Toronto)
Walter G. Pitman, M.A. (Toronto)
Allen M. Tough, Ph.D. (Chicago)

ASSOCIATE PROFESSORS EMERITI

Virginia R. Griffin, Ph.D. (Chicago)
Diana J. Ironside, M.A. (Syracuse)

COUNSELLING PSYCHOLOGY PROGRAM

FACULTY

Lana Stermac, Ph.D. (Toronto)
Professor and Associate Chairperson of the Department
(feminist issues in violence; sexual abuse and assault; forensic psychology)

J.R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Associate Professor and Project Director, OISE/UT Midnorthern/Northeastern Centre
(career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)

J. Roy Gillis, Ph.D. (Queen's)
Assistant Professor
(gay, lesbian and bisexual psychology especially mental health aspects of domestic violence and hate crimes; HIV/AIDS risk assessment and prevention; bullying/teasing/violence prevention in schools; forensic psychology)

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor
(Counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education and counselling)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to Human Development and Applied Psychology
(school psychology; models of service delivery; preventive practices and dynamics of change; social-emotional relationships and depression in schools; creativity and wellness)

Niva Piran, Ph.D. (Texas)
Professor
(counselling and health promotion research; feminist counselling; women's mental health; body image development)

Margaret S. Schneider, Ph.D. (York)
Associate Professor
(community mental health; human sexuality; research methodology; feminist issues; ethics in applied psychology)

Jeanne E. Watson, Ph.D. (York)
Assistant Professor
(process-experiential therapy; cognitive-affective processes in the treatment of depression; psychotherapy process and outcome; the therapeutic alliance)

ASSOCIATED INSTRUCTORS

R. Michael Bagby, Ph.D. (York)
Associate Professor, Department of Psychiatry, Centre for Addiction and Mental Health - Clarke Division

Rosemary A. Barnes, Ph.D. (McMaster)
Psychologist, private practice

Ray Blanchard, Ph.D. (Illinois)
Associate Professor, cross-appointed from the Department of Medical Science

Howard Cappell, Ph.D. (Columbia)
Executive Director, Ontario Mental Health Foundation

Elena Cherepanova, Ph.D. (Moscow)
Psychologist (Temporary Register);
Psychotherapist; Certified Trauma Specialist

Will Cupchik, Ph.D. (Toronto)
Psychologist, private practice

Bikram Das Gupta, Ph.D. (Toronto)
Psychotherapist, private practice

Laurie A. Gillies, Ph.D. (York)
Psychologist, Centre for Addiction and Mental Health - Clarke Division
Assistant Professor, Department of Psychiatry, University of Toronto; Head, Interpersonal Therapy Clinic, Clarke Institute of Psychiatry

Margret A.K. Hovanec, Ph.D. (Toronto)
Psychologist, private practice

Karin R. Jasper, Ph.D. (Toronto)
Psychotherapist, private practice at College Street Women's Centre

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Lynn O. Lightfoot, Ph.D. (Waterloo)
Psychologist, private practice

Frederick Mathews, Ph.D. (Toronto)
Community Psychologist/Manager of Community Support Programs, Central Toronto Youth Services

Shelley McMain, Ph.D. (York)
Psychologist: Centre for Addiction and Mental Health, ARF Division

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Nathan Pollock, Ph.D. (Toronto)
Psychologist, private practice

Ami Rokach, Ph.D. (Purdue)
Psychologist: Ontario Correctional Institute, Brampton; Course Director, York University

Marsha Rothstein, Ed.D. (Toronto)
Psychologist, private practice

Judith Silver, Ph.D. (Toronto)
Head, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Eva Szekely, Ed.D. (Toronto)
Psychologist/Coordinator of Services to Psychiatry, Centenary Health Centre, Scarborough

Brenda Toner, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Medical Science

Ronald E. Warner, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnic University

INTERNSHIP SUPERVISORS

NOTE: Changes to several of the following can be expected in September, 1999.

Judith A. Silver, Ph.D. (Toronto)
Head, Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Gale Bildfell, Ph.D. (McMaster)
Psychologist, Coordinator of Intern Training, Toronto East General Hospital

Diana R. Brecher, Ed.D. (Toronto)
Clinical Coordinator, Centre for Student Development and Counselling, Ryerson Polytechnic University

Harvey Brooker, Ph.D. (Indiana)
Supervising Psychologist, Counselling and Psychoeducational Clinic, OISE/UT

Andrew Cancelliere, Ph.D. (Chicago)
Psychologist, private practice

Joanne Coutts, Ph.D. (Windsor)
Psychologist, Whitby Mental Health Centre

Shelagh Emmott, Ph.D. (York)
Staff Psychologist, Women's Mental Health Program, Centre for Addiction and Mental Health - Clarke Division

Gregory Hamovitch, Psy.D. (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Sherri A. Mackay, Ph.D. (Toronto)
Staff Psychologist, Family Court Clinic, Centre for Addiction and Mental Health - Clarke Division

Sarah Maddocks, Ph.D. (Queen's)
Psychologist, East End Community Health Centre, Toronto

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto

Debbie Nifakis, Ed.D. (Toronto)
Psychologist, McMaster University Counselling and Career Services, Hamilton

David Nussbaum, Ph.D. (Waterloo)
Senior Psychologist, Centre for Addiction and Mental Health - Clarke Division

Neil A. Rector, Ph.D. (York, UK)
Psychologist/Assistant Professor, Centre for Addiction and Mental Health - Clarke Division

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Jaan Reitav, Ph.D. (York)
Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Ken Scapinello, Ph.D. (Western Ontario)
Chief Psychologist, Ontario Correctional Institute, Brampton

Andrew Shaul, Ph.D. (York)
Staff Psychologist, Counselling Development Centre, York University, Toronto

Lynn Stewart, Ph.D. (York)
Psychologist, Correctional Service of Canada

Christopher D. Webster, Ph.D. (Dalhousie)
Senior Research Consultant, Earlscourt Child and Family Centre, Toronto

Robin Wilson, Ph.D. (Toronto)
District Psychologist and Director of Relapse Prevention Program, Correctional Service of Canada, Toronto

Percy Wright, Ph.D. (York)
Staff Psychologist, Clarke Institute of Psychiatry, Toronto

Deborah Zweig, Ph.D. (Minnesota)
Psychologist, York Central Hospital, Richmond Hill

PROFESSORS EMERITI

David S. Abbey, Ph.D. (Toronto)
Sabir A. Alvi, Ph.D. (Indiana)
Clifford M. Christensen, Ph.D. (Minnesota)
Morris N. Eagle, Ph.D. (New York)
Ellen M. Regan, Ed.D. (State University of New York at Albany)
Otto Weininger, Ph.D. (Toronto)
John C. Weiser, Ed.D. (Missouri)
Jeri D. Wine, Ph.D. (Waterloo)
Aaron Wolfgang, Ph.D. (Oklahoma)

ASSOCIATE PROFESSORS EMERITI

Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Larry E. Pass, Ph.D. (Alberta)

ADULT EDUCATION PROGRAM

ADMISSION

Admissions procedures are described in the Application Procedures section, pages 33 - 37.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission, Program and Degree Requirements section, pages 25 - 32. Consequently, a number of qualified applicants are disappointed. In some cases the committee may suggest re-application for a later year.

The program requires that the résumé submitted along with the application form provide clear and complete information about the applicant's past experience in adult or related aspects of education - at minimum one year. Applicants must also submit a letter of intent which states their scholarly interests and how these will enhance their contribution to the field and to their future career goals.

Doctoral applicants who have not completed an M.A. thesis are required to submit a Qualifying Research Paper (QRP) at the time of application in January.

Students may include in their program, courses offered by other OISE/UT and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office, Graduate Studies Registration Unit, students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE/UT courses.

DEGREE PROGRAMS

Master of Education

Admission to the Master of Education program normally requires mid-B standing in the final yea of a four-year University of Toronto undergraduate degree, or its equivalent, in a relevant discipline or professional program.

The M.Ed. is a non-thesis degree which can be taken on either a full- or part-time basis. The program normally consists of ten half-courses, usually at the 1000 level. At least half of the courses should be from the Adult Education program. Students are expected to take course AEC1100, the Introduction to Adult Education, and where applicable, an introductory course within their specialization. In addition to the course work, all students must complete a comprehensive requirement from one of the following options:

a) a comprehensive examination
b) an integrative paper
c) a research literature review
d) a field-based exploratory project.

Greater detail on these options is available from the department's comprehensive policy.

NOTE: Students should be aware that they must be registered during the session in which the comprehensive requirement is completed and pay the designated fee. (See Continuity of Registration, page 23.)

Master of Arts

Admission to the Master of Arts program normally requires mid-B standing in the final year of a four-year University of Toronto undergraduate degree, or its equivalent, in a relevant discipline or professional program.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, although additional courses may be required of some students. The courses usually would be at the 1000 level, and include at least four half-courses from the Adult Education program. Students are expected to take course AEC1100, the ntroduction to Adult Education, and where applicable, an introductory course within their specialization. During their program, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 25 - 32.

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education and who are preparing themselves for further leadership in the field. Those who have not written a thesis as part of their master's program must submit a Qualifying Research Paper (QRP) with their application (see the QRP guidelines available from the Registrar's Office, Graduate Studies Admissions Unit).

The Ed.D. can be taken either on a full- or part-time basis, but there is a minimum of one year of full-time study. Incoming students normally would take eight half-courses, including a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, and it is recommended that the course AEC3102 (the doctoral thesis seminar) would normally be taken at the beginning of the program. All Ed.D. students are expected to take at least one specialized methods course, complete a comprehensive requirement and write a thesis.

Doctor of Philosophy

For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 25 - 32.

The Ph.D. program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to educational practice. The Ph.D. is a full-time degree. Incoming students would begin as a cohort and would take six half-courses, including a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, including course AEC3102 (the doctoral thesis seminar) which would normally be taken in the first semester of the program by the entire cohort. The entire cohort would also take an advanced research seminar in the second session of the program and at least one specialized methods course. In addition, all Ph.D. students are expected to complete a comprehensive requirement and a thesis.

Initial Teacher Education Program

OISE/UT offers a Bachelor of Education degree with teaching supported by all departments. Faculty members in the Adult Education program participate in this degree as well.

AREAS OF SPECIALIZATION

The Adult Education Program is organized into three broad areas of specialization, described below.

These areas of specialization have been designed for admissions purposes and to support students in selecting courses. Students are free to select courses throughout the Adult Education program, as well as courses listed with the Counselling Psychology Program and in other departments in OISE/UT. The Program provides a place to study and to contribute to theory, practice, and policy concerning formal and informal individual and collective adult learning and teaching in small groups, schools, organizations, communities, social groups, and social movements within local, national and international contexts.

•Community, International and Transformative Learning

Faculty and students in the Community and International Transformative Learning specialization share a concern for education, collective action, social justice and planetary survival. They understand learning and teaching to be a complex, multifaceted social, economic, political, cultural and spiritual endeavour. They come from Canada and abroad and bring varied backgrounds including feminist, ecological, anti-colonial, anti-racist, marxist/socialist, indigenous, popular, and holistic education, liberation theology, community organizing, and community development (for example) to a rich dialogical learning experience informed by critical analyses and transformative visions.

Transformative learning and education emphasizes the local and the global/planetary aspects of all these educations and recognizes the links between the varied issues on which they focus and between the various regions of the world. The specialization offers an environment where students of diverse backgrounds, experiences and perspectives and varying levels of expertise can challenge and support each other to broaden and deepen their approaches as they undertake research and contribute to knowledge in particular areas at either the master's or doctoral level on a part-time or full-time basis. (This specialization is also the home of the Interdepartmental Graduate Specialization called 'Transformative Learning', see page 202)

Knowledge and learning/teaching outside the academy are honoured and emphasis is place on building strong, mutually beneficial connections with diverse individuals, groups a communities in Canada and abroad engaged i creating and disseminating this knowledge.

•Learning and Teaching

The Learning and Teaching Specialization emphasizes a collaborative, relational, mutual orientation as part of the learning, teaching, a inquiry process. The specialization is concerned with adult learning and teaching within and outside institutional contexts. It promotes school renewal and the learning and teaching of educators who work in diverse informal and formal educational settings.

The specialization has a close association wit and commitment to schools and school board and school-based initial and continuing teach education. This provides an ideal context for school-based research, study, and professio development and makes possible local, regio and international connections.

The specialization attracts those who are interested in issues of teaching and learning i wide range of informal, community, school, college, university, health-care, and other organizational settings including teachers, consultants, administrators, and other schoo professionals. Principles of adult learning an teaching are central to the perspectives and pedagogies of the faculty.

A subfocus in this specialization is the development and establishment of culturally relevant Aboriginal Education initiatives in th areas of research, teaching, program development, community outreach, initial teacher education and graduate studies. Courses developed from this subfocus will be cross-listed with the Department of Sociolog and Equity Studies and the Department of Curriculum, Teaching and Learning.

•Workplace Learning and Change

The Workplace Learning and Change specialization has two complementary them first, a transformative analysis of the workpl and, second, an examination of alternative approaches to workplace design. The first theme situates the workplace within a broad social framework, including the impact of va forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some issues to be considered are: the meaning of work in the modern world; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive, and respectful work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production.

This focus subsumes a broad interpretation of the workplace. It includes differing locations for work, such as the home and community, and non-formal as well as formal workplace arrangements. The analysis of learning is done from the perspective of the individual, the group and the system.

Applications are invited both from persons not currently in the labour force but with an interest n the study of workplace change, and from practitioners who are involved in the process of organizational learning and change in such areas as adult education, human resource development, organizational consultation, equity leadership and industrial relations. Practitioners may be from all sectors of the economy (private, government, non-profit, cooperative) as well as from labour unions in those sectors. Students can pursue this program on a part-time or full-time basis.

NTERDEPARTMENTAL SPECIALIZATIONS

Aboriginal Education (pending approval)
This specialization will support interests in Aboriginal learning and teaching in collaboration with the Sociology and Equity Studies and Curriculum, Teaching and Learning Departments. The Indigenous Education Network (IEN) is the OISE/UT-wide forum for students and faculty to share common interests. The IEN office and the Aboriginal student caucus offices are located in this department.

For further information, contact:
Laara Fitznor, Lecturer
Telephone: (416) 923-6641 ext 2345
Fax: (416) 926-4749
e-mail: lfitznor@oise.utoronto.ca

The Adult Education program also supports involvement in OISE/UT-wide interdepartmental specializations (pages 202 - 203) in the fields of:
- Women's Studies/Feminist Studies
- Transformative Learning.

COLLABORATIVE GRADUATE DEGREE PROGRAMS

- **Comparative, International and Development Education**
Applicants interested in this Collaborative Program should communicate directly with Joseph P. Farrell, Head, Comparative, International, and Development Education Centre. (See pages 198 - 199.)

- **Master of Education in Environmental Studies**
OISE/UT offers in cooperation with the Institute for Environmental Studies at the University of Toronto a Collaborative Master's Degree in Environmental Studies. This program is carried within OISE/UT jointly through the Departments of Adult Education, Community Development, and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education. Interested applicants should apply through the Community, International and Transformative Learning specialization. For details on the program, please see page 197. Prof. Ed O'Sullivan is the contact person in the department.

- **Women's Studies (GWS)**
The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Collaborative Graduate program in Women's Studies (GWS). All programs of study should be planned in consultation with the

Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 199 of this *Bulletin* and from the School of Graduate Studies Calendar.

CERTIFICATE AND DIPLOMA PROGRAMS

•Certificate in Adult Education

The Certificate Program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in this department.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate Program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid. (See Fees section, pages 216 - 218.)

Inquiries are to be directed to the Program Chairs in the areas of specialization which are of the most interest. Application forms can be obtained by contacting the department.

•Diploma in Adult Training and Development

This Diploma Program is designed for trainers, facilitators, leaders and managers who want to train or facilitate the learning of others. The program consists of five modules listed below, and a practicum.

- Understanding the Adult Learner
- Needs Assessment
- Instructional Design
- Presentation Design and Delivery
- Facilitation Skills

The Diploma in Adult Training and Developme is awarded upon completion of all modules an practicum dealing with all areas covered in th program. A Practicum Report must be submi to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of th program to complete their Practicum Report.

Modules are offered by experienced trainers consultants who are grounded in adult educa theory and have worked in both the public an private sectors.

Tuition for the complete program for 1999/20 is $3,085. Modules may be taken individuall

For more information and/or to register, contact:

Maria Fryman, Coordinator or
Bill Alexander, Director
Telephone: (416) 923-6641 ext. 2558.
Fax: (416) 926-4709
Web site: www.oise.utoronto.ca/training

COUNSELLING PSYCHOLOGY PROGRAM

The Counselling Program offers three areas specialization:

- Counselling Psychology for Psychology Specialists (M.Ed., Ed.D.)
- Counselling Psychology for Community Settings (M.Ed., Ed.D.)
- Guidance and Counselling (M.Ed.)

Applicants should consider each in relation eligibility criteria and their own areas of inte General information and admission requiren for each specialization are provided on the following pages.

Details on the specific program and degree requirements for each specialization are contained in a brochure called **Guideline the Counselling Psychology Progra** published each January and provided to ne admitted students at the time the offer of admission is made.

The Counselling Psychology program norm begins in either the Summer or the Fall Ses

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some programs in this department will have specific requirements relative to the nature and length of the program. These will be found with the description of the programs which follows. Applicants should always consult the Minimum Admission, Program and Degree Requirements section, pages 25 - 32, as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Counselling Psychology.

Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program.

Normally, students apply to only one specialization within the Counselling Psychology program and this should be indicated in their letter of intent. An applicant's file must be complete before it can be reviewed by the department.

COUNSELLING AND PSYCHOEDUCATIONAL CLINIC

Director: Judith A. Silver

The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following programs are designed to meet the academic requirements for registration by the College:

- M.Ed. Counselling Psychology for Psychology Specialists
- Ed.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.Ed. program is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ed.D. program is an M.Ed. or M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:

The Registrar
College of Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1S5

The Department of Adult Education, Community Development and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COUNSELLING PSYCHOLOGY SPECIALIZATIONS

•COUNSELLING PSYCHOLOGY FOR PSYCHOLOGY SPECIALISTS

Master of Education

The M.Ed. program is designed for applicants interested in working in careers in psychological services and meets the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ed.D. in Counselling Psychology for Psychology Specialists program. This is designed to meet the academic requirements for registration as a psychologist with the College of Psychologists of Ontario. (See the Ed.D. program on the following pages.)

NOTE: Admission to the M.Ed. program does not guarantee admission to the Ed.D. program.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto A- or better.

Program of Study

The M.Ed. program in Counselling Psychology for Psychology Specialists consists of eight half-courses and a master's research project (MRP). The MRP is supervised by a faculty member. Students will plan their program according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Every program will include courses in counselling theory, practice, assessment, ethics, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling).

Full-time on-campus study is required from September to April, which represents the Fall and Winter Sessions; however, students may begin their program in the preceding Summer Session. Normally, three half-courses are taken in each of the Fall and Winter Sessions and a maximum of two in the Summer Session. Typically, the program is completed in four sessions.

Doctor of Education

The principal emphasis in this program is on the development of advanced level counselling and assessment skills. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements

The Ed.D. program in Counselling Psychology requires the following:

a) A University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto A- or better.

b) Normally, a University of Toronto M.Ed. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto A- or better. Students with a four-year bachelor's degree in psychology who began the M.Ed. for Community Settings program (formerly the M.Ed. (A) program) prior to the 1995 Summer Session may also be eligible to apply for admission.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Program of Study

Students will plan individual programs according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Progress in the program will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues.

Normally, eight half-courses will be required. The program must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2,000 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- the biological bases of behaviour
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences.

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues.

•COUNSELLING PSYCHOLOGY FOR COMMUNITY SETTINGS

Master of Education

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements

a) a three-year University of Toronto bachelor's degree in any area (including Psychology) or its equivalent, or a four-year University of Toronto bachelor's degree (from areas other than psychology) or its equivalent, completed with standing equivalent to a University of Toronto B+ or better.
b) at least one year of relevant experience.

Program of Study

The M.Ed. Program in Counselling Psychology for Community Settings requires ten half-courses plus a comprehensive examination. Individual programs will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. The five half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling).

In addition, it is highly recommended that students select an appropriate course in research methodology in consultation with their advisor.

NOTE: Applicants with a four-year bachelor's degree in psychology cannot apply for this program. They can apply only to the M.Ed. program in Counselling Psychology for Psychology Specialists.

Doctor of Education

Counsellor training in this program emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational setting. Consult the department's guidelines about specific course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education programs found in the Minimum Admission, Program and Degree Requirements section, pages 25 - 32, the Program in Counselling Psychology requires the following:

a) a University of Toronto three-year bachelor's degree in any area (including Psychology) or its equivalent, or four-year bachelor's degree (from areas other than Psychology) or its equivalent.
b) the applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology for Community Settings or in Guidance and Counselling from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto B+ or better.
c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigourous manner. This constitutes a Qualifying Research Paper.

Program of Study

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

GUIDANCE AND COUNSELLING

Master of Education

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information may be obtained from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: (416) 961-8800
1-888-534-2222
Fax: (416) 961-8822
e-mail: info@oct.on.ca
Website: www.oct.on.ca

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology for Community Settings.

Admission Requirements

a) a three- or four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto mid-B or better;
b) teacher certification;

Program of Study

Candidates may pursue this program on a full- or part-time basis. The M.Ed. requirements for this degree are ten half-courses plus a comprehensive examination.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Counselling Psychology every program must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

COURSES

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year.

ADULT EDUCATION PROGRAM

AEC1100H Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in AEC1100H during the first session of their program.
B.L. Hall, or D. Schugurensky

AEC1101H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

AEC1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.
J. Quarter

AEC1103H Introduction to Research Methods in Adult Education

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."
J.G. Knowles, or staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1106H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
M. Laiken, or staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams predominate new organizational forms. The course is held on seven alternate weeks for a ful day each session, in order to permit both conceptual exploration and the application of theory to actual team development within the classroom group, as well as to members' specifi work contexts.
M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?
Staff

AEC1110H Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal, institutional and societal variables involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.

D. Schugurensky, or staff

AEC1116H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.

C.M. Beck

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.

Staff

AEC1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.

Staff

AEC1122H Practicum in Adult Education (Pass/Fail)

This independent or group course provides an opportunity, in a field setting, to enhance professional skills, knowledge, and sensitivities from inquiry into professional practice, or practice itself, and reflection on those processes. Students design their own practicum projects with the help of faculty, field supervisors, and other students. A regular seminar provides opportunities for support, feedback and reflection, processes which honour the experiential and inquiry learning possibilities of the practicum.

Staff

AEC1125H Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

Staff

AEC1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.

M. Laiken or staff

AEC1131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session course schedules.

Staff

AEC1133H Introduction to Qualitative Research in Adult Education

This course is concerned with approaches to research that gather information through participant observation, conversational interviews, and the collection of documents or artifactual materials. The course provides students with an opportunity to conceptualize and conduct a mini research project drawing on various strategies of qualitative research. Particular attention will be placed on the representation of human experience and the forms of presentation associated with formal research processes. Conversational interviews, readings and small group and whole class discussions, and peer and faculty consultations will guide students' learning.
J.G. Knowles, or staff

AEC1135H Practicum in Organization Development (Pass/Fail)

This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department. Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, or staff

AEC1137H Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
Staff

AEC1141H Organizations and the Ad Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework the adult educator's work within organizationa settings. A variety of methods including: readings, audio-tapes, guest speakers and group discussion provide a broad overview of evolution of Organization Development from early management theory to current practices the field and offer an opportunity to evolve on own perspective as a practising or aspiring organization consultant. The course provides good introduction for those new to the field.
M. Laiken, or staff

AEC1143H Introduction to Feminist Perspectives on Society and Educat

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is desig for women and men who do not specialize in feminist studies but are interested in becomi acquainted with feminist analysis and its larg implications for theory and practice. It should especially useful for students who are facing issues of gender in their research, their work, their personal lives and are interested in how gender intersects with race, class, and sexuality.
A.R. Miles, or staff

AEC1145H Participatory Research i the Community and the Workplace

A course concerned with the theory and prac of participatory research as it has particularl been developed in adult education settings i both the community and the workplace. The course focuses on theory drawn from North American, Third World, and feminist work an from case studies in a variety of settings, an emphasizes the collaborative production of knowledge in real-life settings.
B.L. Hall

AEC1146H Women, Globalization an Citizenship

This course will focus on the impact of globalization on women and citizenship. It w study current feminist approaches to the stu of nationalism, multiculturalism, and identity. will engage in a critical analysis of contempo

roblems of gender and citizenship. Specifically, e will examine the link between globalization of ocioeconomic relations and nation-states; the elationship between citizenship and nationality; nd citizenship rights versus human rights. The ourse will offer a comparative and international erspective.
. Mojab

EC1148H An Introduction to Vorkplace, Organizational and conomic Democracy

his course provides an introduction to orkplace, organizational and economic emocracy. Both case studies and relevant heory will be considered. Much of the material in he course will be interdisciplinary.
. Quarter

EC1152H Individual Reading and esearch in Adult Education: Master's evel

Specialized exploration, under the direction of a aculty member, of topics of particular interest to he student that are not included in existing ourses. While credit is not given for a thesis opic proper, the study may be closely related to uch a topic. Guidelines are available from the epartment.
Staff

AEC1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people.
The course also will seek alternative approaches aimed at the establishment of an equitable workplace. It will examine forces which facilitate workplace change; will identify sources of resistance; and will explore avenues to address the existing inequalities in the workplace. We will examine the changing nature of work and workplace in their local, national and global contexts.
S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for the Transformative Learning focus. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E.V. O'Sullivan

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.
B.L. Hall

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.
Staff

AEC1171H Treaty Rights and Aboriginal Education: Contemporary Policies and Programs

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.
Staff

AEC1172H Contextual Assessment for Enhancing Classroom Learning

Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social-emotional functioning. Experimentation with alternative strategies to enhance motivation and learning. Prerequisite: Permission of instructor.
S. Miezitis

AEC1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.
S. Miezitis

AEC1174H Teachers as Thoughtful Practitioners

This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's role.
C. Beck

AEC1175H Teacher Learning in School Contexts

The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teacher development, and engage in a practical inquiry designed to explore the role of the school in facilitating ongoing learning and professional growth.
A. Cole

AEC1176H Teachers within Social, Political, and Cultural Contexts

This course attempts to place teachers within the broader societal context. Topics include: changes in the expectations of teachers; the impact of changes in the family and society generally; multiculturalism; gender issues; powe structures in schools, schoolboards and the Ministry; the effect of unionization; the emergin conception of teachers as researchers; and professional education of teachers to meet the new challenges.
Staff

AEC1177H Cross-Cultural Roots of Minority Child Development: Implications for Teaching and Learnin

This course considers teaching and learning in contexts where physically identifiable ethnocultural groups of learners, children and adults, reflect distinct and positive socializatio practices owed to their cultures of origin. Several issues are pursued and include the following: to what extent can the development and socialization of minority children and adults be seen as continuous with their ancestral cultures? To what extent have cultural and political conditions in Canada modified developmental and socialization processes, yielding discontinuities with ancestral cultures. To what extent have the ancestral cultures changed, yielding cross-generational discontinuities in the development and socialization of immigrants from the same countries? Implications of the above for Aboriginal People in Canada are also considere A primary objective in class discussion is to show how culture of origin will impact on the teaching-learning process.
P. Gamlin

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. Using a reflexive inquiry (autobiographical) process as a tool for exploration, the course activities are directed toward explorations of relevant personal history-based experiences and their meanings, focusing especially on the place of experiences in particular (natural) ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.

J. G. Knowles

AEC1180H Aboriginal World Views: Implications for Education

In this course students will study philosophical views shared in Aboriginal thought that honours diversity of identities, culture and language, and geographic locations. Recent literature which highlights more than ever before culturally appropriate and culturally based Aboriginal education grounded in Aboriginal philosophies and the goal of self-determination will be explored. Central to understanding Aboriginal world views is the importance of drawing on and working with traditional wisdom related to the oral traditions, elders knowledge, and cultural symbols that speak to the 'teachings' (philosophies). Likewise, students will learn that critical to this process is placing this understanding in the context of Aboriginal Peoples' experiences with colonialism and oppression, and struggles for self-determination yesterday and today. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators. Students will be able to apply perspectives to their own research.

L. Fitznor

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)

This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. It is suggested that the course be taken at or near the beginning of the program.

J. Quarter, or staff

AEC3103H Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants. Suggested background: Courses AEC1146, AEC1160, AEC3104.

E.V. O'Sullivan

AEC3104H Political Economy of Adult Education in Global Perspectives

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.

B.L. Hall and S. Mojab

AEC3111H Academic and Professional Seminar for Adult Educators (Non-Credit)

(no course credit, attend/not attend) The general goals for the seminar are to orient graduate students to the work of faculty members, to foster scholarly relationships

between faculty members and doctoral students, to help each thesis writer bring her/his research work to a clear focus, to create "a culture of thesis completion", to fuse academic and professional work, to encourage subsequent involvement in the field, and to develop ongoing, personal profession and development practices. Prerequisite: Admitted as Doctoral student to Adult Education program.
Staff

AEC3113H Adult Education Approaches to State, Equity, and Democracy
This course will offer a critical framework for analyzing the role of social movements and modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. We will examine the potential and limitations of equity initiatives in areas such as, but not limited to, education, health, social and legal services. The course will also examine alternative approaches designed to build inclusive communities.
S. Mojab

AEC3114H Comparative Studies in Adult Education
An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
D. Schugurensky and S. Mojab

AEC3117H Learning and the Law
Continuing education systems - that is, educational systems available throughout individual lifespans - are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A.M. Thomas, or staff

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation
The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.
A.R. Miles, or staff

AEC3125H Continuing Education of Professional Personnel: Principles, Modes, and Problems
A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.
A.M. Thomas, or staff

AEC3126H Education and the Global Community: Critical-Visionary Dimensions
This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
E.V. O'Sullivan, or staff

AEC3131H Special Topics in Adult Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session course schedules.
Staff

AEC3132H Special Topics in Women in Development and Community Transformation
This half course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a Southern perspective.
A.R. Miles and staff

AEC3134H Global Ecological Issues from a Community Educational Perspective
This course examines community development at both a global and grassroots level. The major focus is on ecological issues and their relation to the development of community with a strong emphasis on economic development and community-building. Alternative economic perspectives will be offered.
E.V. O'Sullivan

AEC3138H Social Theories and Adult Education
A doctoral seminar in which students examine adult education policies, programs and practices in the context of theories of social and cultural reproduction, as well as theories of social change. The theoretical investigation will include, among others, structural functionalism, structural marxism, critical theory, cultural deficit theory, critical pedagogy, post-structuralism and postmodernism. Special attention will be paid to class, race and gender inequalities in the access and provision of adult education, to structure-agency dynamics, to the changing role of the state and to concepts such as cultural capital, human capital, social capital, conscientization, hegemony, lifelong education and popular education.
D. Schugurensky, or staff

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.
Staff

AEC3170H Perspectives on Qualitative Research on Learning and Teaching: Part I
Students in this course will have opportunities to explore a variety of "alternative" approaches to the study of schools and teaching, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research. Priority will be given to doctoral students enrolled in the Learning and Teaching Specialization.
A. Cole

AEC3171H Perspectives on Qualitative Research on Learning and Teaching: Part II
This course is a continuation of 3170H. In Part II the various alternative approaches to the study of schools and teaching will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research.
Prerequisite: AEC3170H
A. Cole

AEC3172H Renewal in Adult Education
This course is based on the Spirit of Renewal framework. The values in the Spirit of Renewal - (1) Equity of expertise, (2) Synergy of sharing, (3) Positive orientation, (4) Continuity, (5) Contradiction, and (6) Human potential, will serve as the basis for participants to develop their own images and qualities of these beliefs. Once these images and qualities are shared, they will serve to develop action plans in whatever form of adult education the participants are concerned.
D. Hunt

AEC3173H Effecting Change: Creating Wellness
Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
S. Miezitis

AEC3174H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part I

Students will collaborate in a socio-cultural investigation of learning and teaching wherein the analysis will work against the tendency toward disciplinary fragmentation and isolation. Human beings are viewed as coming into contact with, and creating their surroundings as well as themselves through the actions in which they engage. Significant learning and teaching is discussed from this perspective, primarily through the framework provided by L.S. Vygotsky. Specific applications of this approach are described, particularly in relation to maximizing the learner's potential to learn in a collaborative and holistic learning/teaching environment.
P. Gamlin

AEC3175H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part II

Students will collaborate on a project that will be the outgrowth of discussions in Part I (3174H). Students will be introduced to, and apply the techniques of dynamic instruction that foster strategic/intentional learning. Dynamic instruction has as a primary emphasis a focus on cognitive modifiability. In this connection, the role of mediated action, leading activities, and the methods of reciprocal teaching are considered. Part I is a prerequisite for the course.
P. Gamlin

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/ practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178. Permission of instructor is required.
J. G. Knowles

NOTE: The following courses may be taken for credit in the Adult Education program. For descriptions, see the relevant department course listings.

AEC1266H	Career Counselling and Development: Transition from School to Work
AEC1275H	Special Topics in Counselling Psychology: Youth at Risk: Special Challenges for Counsellors and Educators
AEC3233H	Research Seminar in Career Development
CTL1303Y	Global Education: Theory and Practice
CTL1308H	Education and Cosmology
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
SES1910H	The Social Organization of Knowledge
SES1920H	Sociology of Minority Groups and Equity in Education
SES1921Y	Principles of Anti-Racism Education
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES1953H	Teaching Conflict and Conflict Resolution: Politics and Practice
SES1955H	Health, Healing and Knowledge of the Body: Education and Self-Learning Processes
SES2942H	Education and Work
SES2970H	Countering Myths of Aboriginal People through Multiple Medias
SES3951H	Political Economy, Canadian Culture and Education

COUNSELLING PSYCHOLOGY PROGRAM

AEC1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventive and remedial phases of mental health are examined.
R. Volpe and staff

AEC1202H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change.
Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrolment in this course.
Staff

AEC1203Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
NOTE: Practicum plus class work during the Summer Session takes five full days per week.
NOTE: All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, L. Stermac, J.E. Watson, and staff

AEC1205H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity

This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.
J. R. Gillis

AEC1208H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

AEC1212H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.

Prerequisite: Permission of instructor.

Staff

AEC1214H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighbourhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.

Prerequisite: Permission of instructor.

Staff

AEC1219H Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues.

Open to Counselling Psychology students only.

M.S. Schneider and staff

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.

Staff

AEC1229H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama Bioenergetic Analysis, and Family Therapy.

Prerequisite: Permission of instructor.

Staff

AEC1243H Seminar in Community Psychology and Community Development

The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.

Staff

AEC1245H Brief Counselling Strategie

This course is intended to introduce students t recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focussed model. The practice component of the course will involve learning how to apply brief counselling strategie and techniques to client problems in order to facilitate resolution in as brief a time as possibl

Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolle in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. (Only available to students who enrolled prior to July 1997.)

Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I
This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Prerequisite: Permission of the instructor
Staff

AEC1251H Fundamental Concepts of Psychosynthesis: Part II
This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: AEC1250H.
Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level
Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy
This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
L. Stermac, and staff

AEC1254H Contemporary Issues in Human Sexuality and Sex Education
This course will survey significant social issues in human sexuality, using a variety of theoretical perspectives, with attention to race, class and gender diversity. Ways of addressing the sexual information needs of people of all ages will be addressed.
M.S. Schneider

AEC1257H Females' Psychological Development
Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

AEC1261H Group Work in Counselling
Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
Staff

AEC1262H Educational and Psychological Testing for Counselling
A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
Staff

AEC1263H Research Methods in Counselling Psychology
Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT. (Limited to students in the Counselling Program for Psychology Specialists.)
M.S. Schneider

AEC1266H Career Counselling and Development: Transition from School to Work
This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
Staff

AEC1267Y Advanced Practicum in Counselling
A continuation of AEC203Y, designed primarily for M.Ed. students.
Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.
Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood
This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
Staff

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy
This is a course for students in the Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using guided imagery as a therapeutic tool.
Staff

AEC1275H Special Topics in Counselling Psychology
A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Fall/Winter Session and Summer Session timetables.
Staff

AEC1278H Cognitive Therapy
This course covers current theory, and principles of cognitive therapy in the treatment of anxiety, and depression. Special applications to grief counselling, bereavement and post-traumatic stress disorders are examined.
Staff

AEC1289H Community Mental Health
This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.
M.S. Schneider

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.
N. Piran

AEC3215H Seminar in Counselling Psychology: Part I
Specific issues of counselling and psychotherapy are examined within an integrative framework. An in-depth examination of a counselling model will be included. Open to doctoral students in Counselling Psychology only.
J. Watson

AEC3216H Seminar in Counselling Psychology: Part II
This course will focus on the application of the counselling model introduced in 3215H. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.
Prerequisite: AEC3215H
Staff

AEC3217Y Practicum in Counselling Psychology
A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
Open to Counselling Psychology students only.
N. Piran and J. Silver

AEC3218H Research Seminar in Counselling
A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Open to Counselling Psychology students only.
L. Stermac

AEC3224H Individual Personality and Cognitive Assessment: Part I
This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual achievement, personality, neuropsychological, and occupational functioning to adults. Open to Counselling Psychology students only.
J.R. Gillis, or staff

AEC3225H Individual Personality and Cognitive Assessment: Part II
This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.
Prerequisite: AEC3224H. Open to Counselling Psychology students only.
J.R. Gillis, or staff

AEC3233H Research Seminar in Career Development
This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
M.A. Guttman, or staff

AEC3234Y Research Seminar in Multicultural Studies
This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
Staff

AEC3243H Fundamentals of Psychoanalysis: Part I
This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
Staff

AEC3244H Fundamentals of Psychoanalysis: Part II
This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Balint, Fairbairn, Guntrip, Kernberg, Klein, Kohut, Mahler, Miller, Suttie, and Winnicott.
Staff

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level
Description as for AEC1252.
Staff

AEC3258H Special Topics in Counselling Psychology
A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Fall/Winter Session and Summer Session timetables.
Staff

AEC3266H Seminar: Applications of Psychological Analysis and Research Methods
An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

NOTE: The following courses may be taken for credit in the Counselling Psychology program. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. **NOTE**: This course is available only to Ed.D. students in the Counselling Psychology for Psychology Specialists program. (Available alternate years.)

CURRICULUM, TEACHING AND LEARNING (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate programs are offered by the CTL Department:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Master of Arts in Teaching (M.A.(T.))
- Measurement and Evaluation (M.Ed., M.A., Ed.D., Ph.D.)
- Second Language Education (M.Ed., M.A., Ed.D., Ph.D.)
- Teacher Development (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Environmental Studies (M.Ed., M.A.) (Ph.D. pending approval)
- Collaborative Program in Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Six internal research centres are associated with the department, including:

- Centre for the Advancement of Measurement, Evaluation, Research and Assessment
- Comparative, International and Development Education Centre
- Centre for Franco-Ontarian Studies
- International Centre for Global Education
- Modern Language Centre
- Centre for Teacher Development.

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or through distance learning modes.

GENERAL INFORMATION

- For information about application procedures and forms, contact the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, Room 485
  Telephone: (416) 923-6641 ext. 2663/2664
  e-mail: gradstudy@oise.utoronto.ca

- For information about registration, contact:
  Valerie Kolesnikow, Liaison Officer, Registrar's Office, Graduate Studies Registration Unit,
  Telephone: (416) 923-6641 ext. 2608,
  Fax: (416) 323-9964
  e-mail: vkolesnikow@oise.utoronto.ca

ACADEMIC INFORMATION

For academic information regarding the programs listed above, contact:
Harriet Hori, Graduate Liaison
Curriculum, Teaching and Learning
Telephone: (416) 923-6641 ext. 2603
Fax: (416) 926-4744
e-mail: hhori@oise.utoronto.ca

OFF-CAMPUS INFORMATION

For academic information regarding off-campus courses, contact:
Theresa Oliveira, Academic Programs Officer
Curriculum, Teaching and Learning
Telephone: (416) 923-6641 ext. 2747
Fax: (416) 926-4744
e-mail: toliveira@oise.utoronto.ca

CHAIRPERSON OF THE DEPARTMENT

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor
(applications of technology; student and program evaluation; adaptive instruction)

ASSOCIATE CHAIRPERSON, GRADUATE STUDIES

Philip Nagy, Ph.D. (Alberta)
Professor
(measurement; evaluation; data analysis)

ASSOCIATE CHAIRPERSON, INITIAL TEACHER EDUCATION

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor
(teacher education; program development; cooperative learning and other models of teaching/learning; alternative approaches to assessment and evaluation; educational change)

FACULTY

Johan L. Aitken, Ph.D. (Toronto)
Professor Emeritus
(teacher education and development; feminist studies; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

Guy Allen, Ph.D. (Toronto)
Senior Tutor, cross-appointed from the University of Toronto at Mississauga

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

Andy Anderson, Ph.D. (Michigan State)
Assistant Professor
(physical and health education; learning strategies)

Mary Beattie, Ed.D. (Toronto)
Associate Professor
(teachers' professional knowledge; professional development; narrative and arts-based inquiry)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed to Adult Education, Community Development and Counselling Psychology, and Theory & Policy Studies in Education
(values education; worldview education; theory of schooling; teacher development; school renewal)

Nathalie Belanger, Ph.D. (Sorbonne)
Assistant Professor, cross-appointed from Sociology and Equity Studies in Education

John Lawrence Bencze, Ph.D. (Toronto)
Assistant Professor
(students' and teachers' expertise in Science and Technology and related pedagogies)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(integration of multiple models of teaching to instruction; behavioural management; organizational change)

Marie-Josée Berger, Ph.D. (Ottawa)
Associate Professor; Head, OISE/UT Ottawa Valley Centre, Ottawa
(measurement and evaluation; reading and mathematics teaching; curriculum development, implementation and evaluation; minority education; gender and ethnic identity)

Kathy Bickmore, Ph.D. (Stanford)
Assistant Professor; cross-appointed to Sociology and Equity Studies in Education
(social studies/geography; conflict resolution; international/cross-cultural and comparative education; politics/social foundations of education for democracy/equity)

Deanne Bogdan, Ph.D. (Toronto)
Professor; cross-appointed from Theory & Policy Studies in Education

David Booth, M.Ed. (Durham)
Professor; Coordinator of Initial Elementary Teacher Education Programs
(drama in education; interdisciplinary arts education; teacher education)

Barbara J. Burnaby, Ph.D. (Toronto)
Professor
(cross-cultural language and literacy; English as a second language; native education; adult basic literacy)

Linda Cameron, Ed.D. (Toronto)
Assistant Professor
(early childhood; language and literacy; children's literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'études Politiques (Paris)
Professor
(minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education; computer-assisted instruction in first and second language)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(holistic education; technology-supported holistic learning environments; mathematics education; holistic approaches in the mathematics curriculum; computers in the curriculum)

Carola Conle, Ph.D. (Toronto)
Assistant Professor
(modes of inquiry; narrative modes of expression; language education and initial teacher education; social self-reflection)

F. Michael Connelly, Ph.D. (Chicago)
Professor; Head, Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

David J. Corson, Ph.D. (London)
Professor; cross-appointed from Theory & Policy Studies in Education

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Department of Spanish and Portuguese

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(aesthetics of thought and artistic practice; language and the body)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor
(life history, narrative, and repertory grid research methods; personal construct theory; teacher knowledge and development; classroom studies)

Jo-Anne Dillabough, Ph.D. (McGill)
Assistant Professor
(feminist theory and education; social movements and curriculum theory; women's social history and educational practices; gender, higher education and educational policy; cultural politics of education)

Brian Durell, Ph.D. (Toronto)
Associate Professor
(utilization of technology in classrooms; technological impact of computers in schools and society)

Lorna M. Earl, Ph.D. (Western Ontario)
Associate Professor, cross-appointed from Theory & Policy Studies in Education

D. Mark Evans, M.A. (McMaster)
Senior Tutor
(models of teaching; social studies education; citizenship education; international education; teacher education and development)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; Head, Comparative, International, and Development Education Centre; cross-appointed to Adult Education, Community Development and Counselling Psychology
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes to heritage language learning; cultural and linguistic diversity in classrooms)

Laara Fitznor, M.Ed. (Manitoba)
Lecturer, cross-appointed from Adult Education, Community Development and Counselling Psychology

Don Fraser, M.A. (Toronto)
Professor Emeritus
(initial elementary teacher education; field-based programs; mathematics education)

Normand J. Frenette, Ph.D. (Montreal)
Associate Professor
(general curriculum; cultural determinants of the curriculum; development of curriculum policy; minority education; Franco-Ontarian studies)

Antoinette Gagné, Ph.D. (Toronto)
Assistant Professor
(second language teaching and learning; program implementation; initial teacher education; secondary school culture)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor; Program Coordinator, French Language Studies
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French-language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor; cross-appointed from Human Development and Applied Psychology

Tara Goldstein, Ph.D. (Toronto)
Associate Professor; Director of Student Services
(anti-discriminatory education in school settings; education of immigrant/ESL students; ethnography; qualitative research methods)

Gila Hanna, Ph.D. (Toronto)
Professor
(data analysis and statistics; mathematics education)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor; Head, OISE/UT Midwestern Centre
(curriculum processes; school-based curriculum development; professional development; action research)

Birgit Harley, Ph.D. (Toronto)
Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

James G. Hewitt, Ph.D. (Toronto)
Assistant Professor
(computer supported learning environments; electronic discourse; distance education; instructional design; science education)

Suzanne E. Hidi, Ph.D. (Toronto)
Associate Professor
(research and evaluation of writing; interest and the curriculum; science education and gender differences; attention, memory, and electrophysiological measurements)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science technology)

Ian Hundey, M.A. (Windsor)
Senior Tutor; Coordinator of Initial Secondary Teacher Education Programs
(school-university partnerships in teacher education; history and social science curriculum and instruction)

Anne Jordan, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Brendan Kelly, Ed.D. (Toronto)
Professor
(mathematics education; applications of technology to mathematics instruction; curriculum design in mathematics; evaluation procedures and techniques)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Mary Kooy, Ph.D. (Simon Fraser)
Assistant Professor
(secondary English education; response to literature; oral and written discourse; teacher education)

Clare Kosnik, Ph.D. (Toronto)
Assistant Professor
(teacher as researcher; language arts; values in education; initial teacher education)

Normand Labrie, Ph.D. (Laval)
Associate Professor; Head, Centre for Franco-Ontarian Studies (CFOS/CREFO)
(minority language issues; psycho - and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor; Head, Centre for the Advancement of Measurement, Evaluation, Research, & Assessment CAMERA
(applied measurement; program evaluation; classroom assessment)

Sharon Lapkin, Ph.D. (Toronto)
Professor
(French as a second language research; bilingual education; second-language writing)

Charles Lundy, B.A. (SGW)
Senior Tutor
(secondary education; dramatic arts education)

Douglas E. McDougall, Ed.D. (Toronto)
Assistant Professor
(mathematics education; applications of technology to teaching and learning; computer applications in the curriculum; computer-supported qualitative analysis; teacher education)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor; Head, OISE/UT Niagara Centre
(curriculum orientations; holistic education; values education; global education)

Robert Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data [dual scaling])

Edmund V. O'Sullivan, Ph.D. (Syracuse)
Professor; cross-appointed from Adult Education, Community Development and Counselling Psychology

Erminia Pedretti, Ph.D. (Toronto)
Assistant Professor
(science education; science-technology-society education; technology-enhanced science instruction; action research; teacher development)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE/UT Trent Valley Centre
(curriculum development; school change; program evaluation)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor; Head, International Institute for Global Education
(global education; human rights education; humane education; environmental education)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; Field Centre Division Head; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Roger I. Simon, Ph.D. (Yale)
Professor
(education and cultural studies; formation of historical memory; witnessing in literature, art, and oral testimony; implications of popular culture for curriculum and teaching)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor; Northwestern Centre; cross-appointed to Theory & Policy Studies in Education
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Keith E. Stanovich, Ph.D. (Michigan)
Professor; cross-appointed from Human Development and Applied Psychology

Paula Stanovich, Ph.D. (Toronto)
Assistant Professor
(special education and inclusion; adaptive instruction; effective teaching; teacher beliefs; initial teacher education; elementary language arts)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor
(visual arts; Aboriginal issues and arts; educational change; social context of education; strategies in initial teacher education; anthropology)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research)

Dennis Thiessen, Ph.D. (Sussex)
Professor, cross-appointed from Theory & Policy Studies in Education

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Peter Trifonas, Ph.D. (British Columbia)
Assistant Professor
(critical literacy; curriculum theory; philosophy of education; social and cultural studies)

Miles S. Turnbull, Ph.D. (Toronto)
Assistant Professor
(French as a second language (core French and immersion); second language teaching and learning (FSL and international languages); teacher development; classroom-based research; initial teacher education; curriculum development; culture teaching)

Joel Weiss, Ph.D. (Chicago)
Associate Professor
(program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor; cross-appointed to the Graduate Centre for the Study of Drama
(holistic personal, creative and cultural development through play, drama, the arts, holistic arts therapies, Canadian children's literature, imaginal thinking and creative interdisciplinarity)

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed to Adult Education, Community Development and Counselling Psychology; and Theory & Policy Studies in Education
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

Elgin Wolfe, M.Ed. (Toronto)
Professor Emeritus
(science education; student evaluation; alternate conceptions; problem solving strategies; teaching/learning strategies; module development; science and technology related to sports; student evaluation)

Richard G. Wolfe, B.A. (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)
Assistant Professor, cross-appointed from Human Development and Applied Psychology

PROFESSORS EMERITI:

Arnold Bowers, M.Ed. (Queen's)
John A. Eisenberg, A.M. (Pennsylvania)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B.Com. (Queen's)
Natalie Kuzmich, M.A. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Floyd G. Robinson, Ph.D. (Alberta)
H. Howard Russell, Ed.D. (Toronto)
Ronald Silvers, Ph.D. (Princeton)

DISTANCE EDUCATION

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via distance learning (audio conferencing and computer conferencing) or off-campus in locations such as Cobourg, Kitchener, London, Ottawa, Peel, Peterborough and York region. Additionally, off-campus and technology-mediated courses are offered through the Education Practices focus (page 78). This focus is composed of core and optional courses, and requires a Major Research Project tied to field-based experience. For further details regarding off-campus and distance learning courses, contact:

Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs
OR
Elizabeth Smyth
OISE/UT Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149
OR
Theresa Oliveira
CTL Academic Programs Officer
Telephone: (416) 923-6641 ext. 2747
Fax: (416) 926-4744
e-mail: toliveira@oise.utoronto.ca.

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education. For further details, see the Études en Français Interdisciplinary Focus (page 206) or contact Diane Gérin-Lajoie, Coordinator, French Language Studies.

CURRICULUM PROGRAM

The Curriculum Program is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Six areas of specialization are supported within the Curriculum Program:

- Adaptive Instruction
- Computer Applications
- Curriculum Studies
- Holistic and Aesthetic Education
- Science, Mathematics and Technology Education
- Social and Cultural Studies, Global Education and Transformative Pedagogies

DEGREES IN THE CURRICULUM PROGRAM

Degree of Master of Education

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Candidates are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. Candidates with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. Ordinarily, at least one year of relevant successful professional experience is required. The M.Ed. program consists of eight half-courses plus a Major Research Project (MRP), and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six years from first enrollment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 25 - 32.)

In the Statement of Purpose, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write.

Degree of Master of Arts

This degree is designed to provide academic study and research training related to fields of professional specialization in curriculum. Candidates are accepted under the general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto mid-B or better in the final year. Ordinarily, at least one year of relevant successful professional experience is required. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program. The M.A. program may be taken on a full- or part-time basis and consists of eight half-courses and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six years from first enrollment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 25 - 32.)

In the Statement of Purpose, applicants should relate the reasons they wish to undertake a research-oriented program in curriculum. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write.

Degree of Doctor of Education

This degree is intended for established practitioners in positions which involve responsibility for curriculum design and implementation. A University of Toronto M.Ed. o M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto B+ or better is required. Further documentation may be required to establish equivalence. Students will ordinarily have a minimum of three years professional experience in education. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission. The Ed.D. normally consists of eight half-courses, four of which must be undertaken in the program/ specialization. Additional courses may be required of some candidates. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program includes one year of full-time study but may be initiated on a full-time or part-time basis. All requirements for the degree must be completed within six years from first enrollment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 25 - 32.)

In the Statement of Purpose, applicants should state the reasons they wish to undertake a professional doctoral program in curriculum. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be briefly described.

Degree of Doctor of Philosophy

The Ph.D. is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto B+ or better is required. Further documentation may be required to establish equivalence. Students will ordinarily have a minimum of two years professional experience. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program normally consists of six half-courses, four of which are ordinarily undertaken in the program specialization. Additional courses may be required of some candidates. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. program must be initiated on a full-time basis and requires two years of consecutive full-time study. All requirements for the degree must be completed within six years from first enrollment. (See the Minimum Admission, Program and Degree Requirements section for other admission and program requirements, pages 25 - 32.)

In the Statement of Purpose, applicants should state the reasons they wish to undertake training in scholarly inquiry. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be described.

AREAS OF SPECIALIZATION IN THE CURRICULUM PROGRAM

Six areas of specialization, described below, are supported within the Curriculum Program. Applicants are requested to indicate an area of specialization on the Supplementary Application Form B, Item 3 because this assists in the evaluation of applications for admission and in the assignment of faculty advisors.

Applicants may specify up to two specializations but should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

1. Adaptive Instruction

Coordinator: Anne Jordan

Adaptive Instruction is an interdepartmental specialization between the Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology. It is concerned with the relationship between learning and instruction, addressing such issues as:

- reading and reading disability;
- characteristics of instruction and its adaptation to meet the diverse needs of learners in modern classrooms;
- methods for delivering programs including integration and inclusion;
- characteristics of learners, their development, and the individual differences contributed by learning difficulties.

Courses belonging to the Adaptive Instruction interdepartmental specialization (with the Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology) carry numbers within the CTL1400 series (master's level), the CTL1880-1899 series (doctoral level), the HDP4200 series (master's level) and the HDP5200 series (doctoral level). See also the overall description in the section Interdepartmental Graduate Specializations (page 200).
(E. Geva, P. Stanovich, K. Stanovich,
D. Willows)

2. Computer Applications

Coordinator: Robert S. McLean

This area of specialization includes an examination of the theories, practices, and technology of digital applications in teaching and learning. The focus is on integrating the technology in the curriculum and the development of constructivist learning environments at all levels of education. Our students work in schools, colleges, universities, health care institutions, government and workplace training. Courses within the specialization deal with learning theories, implementation issues, educational and psycho-social impacts, and technical understanding. Our students learn the appropriate criteria and design principles for the construction of quality learning environments in the context of the most recent technological advances. Currently, courses focus on the use of many digital technologies with particular strengths in Internet technologies, computer conferencing technologies, knowledge building research and strategy, and the uses of computers in the curriculum.

Faculty research interests are broad and address a variety of current issues, including: the integration of new technologies into constructivist learning environments; the use of Internet resources for support of health care; computer mediated distance education; knowledge building in intentional learning environments; the effects of different knowledge structures in computer conferencing environments. Members of the faculty also participate in the Knowledge Media Design Institute and the Knowledge Arts Collaboratory. (R. Cohen, L. Davie, B. Durell, J. Hewitt, D. McDougall, M. Scardamalia, R. Wolfe, E. Woodruff)

3. Curriculum Studies

Coordinator: Normand J. Frenette

The following focus areas are available to students registered in the Curriculum Studies specialization of the Curriculum Program. Please note that these focus areas are not academic programs but clusters of courses and/or faculty linked by particular research interests. Applicants may indicate an interest in a particular focus area on their application forms; this information will assist in the assignment of an advisor.

- Curriculum Policy Studies
  This focus has as its purpose the development of critical frameworks for the examination of broader curricular issues such as: what the curriculum should contain, the relation of schools to society, the relationship between teaching and learning, and the conditions for structuring curriculum. Applications are made to differing conceptions, practices, and forms of inquiry.
  (S. Churchill, M. Connelly, J. Dillabough, J. Miller, H. Russell, R. Simon, P. Trifonas, M. Wahlstrom, J. Weiss)

- Educational Practices
  Through coursework and the M.Ed. Research Paper (MRP), this focus aims to assist students in the linking of theory and practice within their working and learning environments. Participating faculty, drawn from both the Field Centres and from central OISE/UT, have an orientation to field-based practice.
  (M.-J. Berger, L. Hannay, J. Miller, C. Rolheiser, J. Ross, W. Seller, E. Smyth, M. Wahlstrom)

- Language, Literacy, and Literature Across the Curriculum
  This area is concerned with the role of language both as text and as process in relation to the curriculum as a whole.
  (J. Aitken, D. Booth, M. Kooy, R. Simon, P. Trifonas, G. Wells, D. Willows)

- Learning in Non-School Environments
  The focus is on learning in everyday settings, such as the home, the work-place, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest.
  (R. Morgan, R. Simon, P. Trifonas, J. Weiss)

4. Holistic and Aesthetic Education

Coordinator: Jack Miller

Holistic and aesthetic education recognizes the interconnectedness of body, mind, emotions, and spirit. Learning is viewed as an experiential, organic process; making connections is seen as central to curriculum processes. An aesthetic perspective and the process of building knowledge through inquiry are seen as integral t all forms of education and life itself. Creative tools and webs of communication are explored within this context. Courses in this

specialization focus on arts education, creativity, contemplation, imagery, literature, mathematics and technology, and experience-based approaches to language.
(M. Beattie, D. Booth, L. Cameron, R. Cohen, V. Darroch-Lozowski, J. Wilkinson, R. Silvers, S. Stiegelbauer)

5. Science, Mathematics and Technology Education

Coordinator: Derek Hodson
This area of specialization includes a wide range of teaching and research interests. Courses address a spectrum of significant issues in contemporary research and international debate concerning the purpose and practice of science, mathematics and technology education at the elementary, secondary and tertiary levels, including: constructivist pedagogy in science and mathematics; perspectives in Science-Technology-Society-Environment Education; gender issues in science and mathematics education; aspects of the history, philosophy and sociology of science, mathematics and technology, and their significance for elementary and secondary education; computer-based learning in mathematics; the nature of technology and technology education; historical perspectives on curriculum design and development in science, mathematics and technology education; assessment and evaluation strategies. Additional support in the form of quantitative and qualitative research methods courses is available for those contemplating thesis research in this area of specialization.

Faculty research interests are broad and address most major areas of study, including: multicultural and antiracist education; gender equity issues; concept acquisition and development; history, philosophy and sociology of science and science education; computer-based and multimedia learning; informal science and technology education; public understanding of science and technology; hands-on work in science and mathematics; authentic assessment; science and mathematics teacher education; action research in science, mathematics and technology education.
(L. Bencze, R. Cohen, B. Durell, G. Hanna, J. Hewitt, D. McDougall, E. Pedretti, M. Scardamalia, E. Woodruff)

6. Social and Cultural Studies, Global Education, and Transformative Pedagogies

Coordinator: Roger Simon
Students concentrating their studies in this specialization will explore the nature of teaching and learning in response to the interdependent, polycultural, conflictual, and fast-changing character of the contemporary world. These concepts may be explored across the curriculum in elementary, secondary, college, and non-formal settings. Emphasis is given to social, cultural, and pedagogical theories as resources for the work of educational and social transformation.

Interests of students currently enrolled in this area include:

- relationships of school and non-school education to social economy, international migration, multiculturalism, indigenous education, spirituality, changing ways of life, family issues, electronic media, educational technologies, and popular culture;
- pedagogical responses that support the positive recognition of social differences such as race, class, gender, sexuality, culture, and ethnicity;
- education for peace and justice, democracy, social change, development, and environmental sustainability;
- current debates regarding the changing nature of socio-cultural literacy, history, social sciences, and arts, with particular reference to curricular practices in elementary and secondary schools;
- the relationship among the aesthetic, political, and socio-cultural forces affecting "the ethics of engagement" outside the school community, particularly in relation to literature, music, art, film, photography, television and theatre.

(K. Bickmore, C. Conle, J. Cummins, J. Dillabough, M. Evans, N. Frenette, T. Goldstein, D. Hodson, R. Morgan, E. Pedretti, D. Selby, P. Trifonas)

COURSES

The following is a listing of courses offered within the Curriculum program. Not all of the courses listed are offered in any given year.

CTL1000H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
S. Churchill, F.M. Connelly, L.M. Hannay, W. Seller, J. Weiss, or staff

CTL1000H Fondements du développement des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
N.J. Frenette ou membre de la faculté à déterminer

CTL1001H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C.M. Beck

CTL1002H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J.A. Ross or staff

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours presente des modeles qui permettent la mise en oeuvre des principales composantes de la programmation come: a) l'identification des resultats generaux et specifiques d'un cours ou d'un module; b) la planification de projets a long term; c) l'elaboration d'outils d'intervention par rapport a differentes strategies. La resolution de problemes constituera un element important des composantes etudiees.
M.-J. Berger

CTL1003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.
D.M. Willows

CTL1004H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D.M. Willows

CTL1005H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
C.G. Wells, and D. Booth

CTL1006H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the

curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
R.J. Morgan

CTL1007H Curriculum as Text and Policy

This course examines the production and organization of official texts regulating policy as a generalized activity aimed at framing educational problems in a particular perspective which is coherent with a perception of societal expectations, as well as one which excludes other approaches as impractical if not unspeakable. As such, curriculum documents provide a resource for authorized practices and authorized means of producing curricular discourse.

The course examines, in a historical perspective, the production and organization of curriculum documents and policy statements to be used as a basis for curriculum development, implementation and evaluation considerations relating to both instructional and policy development. Examples of specific topics to be discussed: the concept and function of educational indicators, mission statements, the formulation of aims and objectives in curriculum documents, the underlying images of the student. The topics are examined from the perspective of teachers, school administrators and the research literature.
N. J. Frenette

CTL1008H Children's Literature as a Foundation of Literate Behaviour across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff

CTL1009H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C.G. Wells

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students.

The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.
G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school

settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.
T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
E. Smyth

CTL1013H Instructional Reform in Secondary Schools

Instructional changes associated with secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.
J. A. Ross

CTL1014H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J.A. Ross, H.H. Russell, or M.W. Wahlstrom

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
M.W. Wahlstrom

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.
C.T.P. Diamond or J.A. Ross

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning

Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.
B. Burnaby

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
J. Ross and C. Rolheiser

CTL1020H Teaching High Ability Students

This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning

environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students are not required.
E. Smyth

CTL1100H Holistic Arts Therapies in the Creative Curriculum

This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behaviour and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of instructor following a personal interview.
J.A. Wilkinson

CTL1101H Arts and Education: Practice and Theory

This course examines the creative arts in the curriculum from an experiential base, and leads o individual explorations of principles of problem areas.
D. Bogdan

CTL1102H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice n the fine and performing arts in education: music, drama, dance, art, and film. Programming s considered from the theoretical vantage points f human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations n the arts. Students are expected to undertake urriculum development and implementation work in one or more of the arts in an educational etting.
D. Booth

CTL1103H Arts, Culture, and Education

study of cultural development, both Canadian nd international, with specific reference to arts olicies for education of the general public. This ourse will take place in conjunction with a series f public lectures on this topic, together with eparate seminars.
A. Wilkinson

CTL1104H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J. A. Wilkinson

CTL1105H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
Prerequisite: CTL1104.
J.A. Wilkinson

CTL1106H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1107H The Body's Ways of Knowing

This course will offer frameworks for understanding the tacit knowledge present within the human body. The work of the course will progress from the body's materiality, through its transformative and subtle energies, to its spiritual potentiality. Body's knowledge will be considered in the broad context of how we are interconnected with society and nature. The special emphasis of the course is how we can facilitate our educational and learning practices through an augmented awareness of our bodies.
V. Darroch-Lozowski

CTL1108H The Phenomenological Curriculum

This course is based on participants discovering their own processes of interpretation and taken-for-granted practices in teaching and learning. Readings and class discussion about hermeneutics and phenomenology will provide the foundation for participants to individually, and collectively, design a curriculum. Participants may design their projects for the sciences, arts, humanities, technology, or professional fields.
V. Darroch-Lozowski

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1111H Creative Arts Special Subject

This course examines the arts in education - drama, dance, music, visual art, and media - and provides a background for the role of the arts as a mode of learning and as a subject discipline.
D. Booth

CTL1112H Interpretive Research Methods in Holistic and Aesthetic Education

The course provides a review of interpretive research methods for studying holistic learning and teaching and for arts inquiry. A set of criteria consistent with holistic, aesthetic frameworks will be established for evaluating various methodologies. The aim of the course is to prepare students for selecting an appropriate methodology for their research and development projects.
Staff

CTL1113H Art and Play in Children's Culture

In this course we will examine the way children organize and conduct play and the way they create paintings and drawings. Attention will be directed to the social interpretations made by adults in their attempts to comprehend the actions of children when children are engaged in play and art.
Staff

CTL1114H Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
V. Darroch-Lozowski

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.
M. Beattie

CTL1200H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff

CTL1201H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff

CTL1202H Mathematics in the School Curriculum: Elementary

A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff

CTL1203H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff

CTL1204H Context and Meaning in Mathematics Education: Secondary

Maths knowledge is a product of the activity, context and culture in which it is developed and used. The learning of maths can be greatly enhanced by involving students in problem-oriented, meaningful, authentic and context-rich activities. The course examines various approaches reported in the literature. Theories related to individual and social construction of knowledge, collaborative work, problem solving, project-based teaching, nteraction and journal writing in the maths classroom, will be examined. Along with readings and written assignments, each student will conduct a teaching/learning (normally classroom-based) project.
Offered in alternate years.
R. *Cohen*

CTL1205H The Education of Science Teachers

An examination of problems and issues specific o initial and inservice education of science eachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in his area, either in the schools or in eacher-education institutions.
Prerequisites: Permission of instructor, and either CTL1200 or CTL1201 or equivalent.
Staff

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson

CTL1209H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, problems of gender equity and multicultural science education, the role of laboratory work, computers in science education, environmental and health education.
D. Hodson

CTL1210H Assessment and Evaluation in Science and Technology Education
This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson

CTL1211H Action Research in Science and Technology Education
This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms.
D. Hodson, E. Pedretti, and L. Bencze

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science
This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards (i) a critical appraisal of the role of the history of science in science education, and (ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present a more authentic view of science, scientific development and scientific practice.
D. Hodson

CTL1300H Curriculum, Popular Culture, and Social Difference
Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon

CTL1301H Language, Power, and Possibility: Application to Curriculum
An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon

CTL1302H Media Studies and Education
This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
R.J. Morgan

CTL1303Y Global Education: Theory and Practice
The course will consider definitions, models and schools of thought within global education and proximate fields (such as development, environmental, human rights and peace education) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will be reviewed as will developments and perspectives internationally within the field. The nature of global education at the elementary and secondary level and across the curriculum will be explored. Finally, the characteristics of the global teacher and global school will be considered, in the context of new thinking on school reform.
D. Selby

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
R.J. Morgan

CTL1305H Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect", exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.
R.J. Morgan

CTL1306H Qualitative Research Methods in Education: Concepts and Methods

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.
D. Gérin-Lajoie

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains concept-clés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.
D. Gérin-Lajoie

CTL1308H Education and Cosmology

A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.
E.V. Sullivan

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie

CTL1400H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan, and J. Wiener

CTL1401H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan and K.E. Stanovich

CTL1600H Implementing Dynamic Web Interaction for Education

The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for educational purposes, including Web "forms", server "CGI" processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side (browser) processes. Students will study and create interactive educational Web projects using programming languages including Perl in a Unix environment, JavaScript and Java, while exploring educational design issues. Prerequisite: CTL1605 or permission of the instructor. Experience with Perl, Unix, HTML, and Web server management are useful backgrounds for the technical content and expectations of the course.
R.S. McLean

CTL1601H Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
E. Woodruff

CTL1602H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics representative of computer applications will be selected from the following: computers in the schools, educational software classification and evaluation, interactive instructional technologies, multimedia, curriculum applications, computer networks, Internet resources, computer-mediated communication, virtual reality, and artificial intelligence applications. It is strongly recommended that this course be taken early in the student's program. CTL1602 is required for all master's students in the Computer Applications specialization unless explicitly waived.
R.S. Cohen, L.E. Davie, or R.S. McLean

CTL1603H Instructional Technology: Instructional Programming

Procedures for the selection and development o computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Staff

CTL1604H Instructional Technology: Video/Multimedia Design

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of instructional systems design and production to the creation and integration of images, video, sound and text in an educational project in the multimedia laboratory.
R.S. McLean

CTL1605H Internet Resources and Education

The Internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Interne Web site for access by others on the Internet.
R.S. McLean

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The rôle that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet. Prerequisite: CTL1602H or permission of instructor.
B. Durell and D. McDougall

CTL1607H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
R.S. Cohen

CTL1608H Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
J. Hewitt

CTL1609H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.
B. Durell

CTL1610H Technology in Mathematics Education: Secondary

A critical examination of the role of technology in the teaching of secondary school mathematics, and its influence on curriculum content and on creating meaningful mathematics for diverse groups of students. Emphasis will be placed upon ways in which technology can be used to support learners in communicating about mathematics, in constructing and manipulating mathematical objects, and in carrying out mathematical reasoning.
G. Hanna

CTL1611H Computer-Mediated Distance Education

The use of computer mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery. Prerequisite: CTL1602 or permission of instructor.
L. Davie

CTL1612H The Virtual Library (Non-Credit)

This five-module course on the Virtual Library has been designed to address students' library related skills. Research strategies and information retrieval skills will be taught by alternating demonstration and discussion with hands-on practice by students.
M. Wahlstrom and staff

CTL1797H Practicum in Curriculum: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.
Staff

CTL1799H Special Topics in Curriculum: Master's Level

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

CTL1800H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

CTL1801H Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

CTL1803H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevar to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.
K.E. Stanovich

CTL1804H The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behaviour can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity apply some of these ideas to the analysis of interactional data.
Prerequisite: Permission of instructor.
C.G. Wells

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course member teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and

learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
C.G. Wells

CTL1806H Seminar on Sociocultural Theory and its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship", "scaffolding", and "the zone of proximal development". The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning", "whole language", and "cooperative learning".
C.G. Wells

CTL1820H Research in Special Collections of Children's Literature

Applied research in children's literature in special collections is the course focus. All content and work is characterized by and limited to "access in special collections only". Students with extensive knowledge in the field of children's literature with both breadth and depth in that knowledge will pursue topics of individual interest.
J. Wilkinson

CTL1821H Imagination, Language and Learning

In order to rethink and redefine the concept of imagination, this course examines theories of the imagination and the history of the imagination. The effort is to find the meeting place between imagination and language in order to understand how learning evolves in all areas of our lives. The context for the course is the contemporary crisis of the subjugation of the imagination for instrumental purposes. Readings will be drawn from education and the humanities. The aim of the course is to discover small, mutative beginnings within learning situations for re-awakening the imagination.
V. Darroch-Lozowski

CTL1822H Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
V. Darroch-Lozowski

CTL1823H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
J. A. Wilkinson

CTL1824H Research Seminar in Holistic Arts Therapies Education

Critical analysis of research in holistic arts therapies education intended (a) to broaden knowledge of research in the discipline, and (b) to increase awareness of the various methodologies used in this area. The course is designed for those pursuing thesis or formal research in this area. Assessment includes review of the literature on a specific issue and planning a study on a relevant topic. Prior or concurrent study in research methodology is recommended.
Prerequisite: CTL1100
J. Wilkinson

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

CTL1826H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.
Prerequisite: Permission of the instructor.
J. Wilkinson

CTL1827H Concepts in Holistic and Aesthetic Education

This course provides a conceptual foundation for holistic teaching and learning and for the arts (visual arts, drama, poetics and literature). It examines knowledge systems based on an integrated perspective of mind, body, and soul. It will include western, eastern, and indigenous ideas. The course is intended to offer procedures for organizing ideas and constructing analyses for educational research and development projects.
Staff

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
G. Hanna

CTL1841H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in thi area. Participants will have the opportunity to present seminars.
D. Hodson, E. Pedretti, and L. Bencze

CTL1860H Pedagogical Futures for English Studies: Rethinking English a the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constitute artifacts or "discourses." Situating English studies in relation to other social discourses, th course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discours and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which make sense of textuality, literacy, and the language of the classroom.
R.J. Morgan

CTL1861H Critical Ethnography

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge share among participants that guide their behaviour i that specific context. The value of ethnograph as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnograph is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into th concerns of critical ethnography and learn abo conducting and writing critical ethnography by reading and discussing studies that explore th relationship between education and ethnicity, gender, class, race and minority languages.
T. Goldstein

CTL1880H Analysis of Instruction
In this course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically, and to make the case for a research agenda, and design a study in the field.
A. Jordan

CTL1920H Research Seminar in Interactive Systems for Education
Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R.S. McLean

CTL1921H Computer-Supported Intentional Learning Environments
Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is earned; and (b) to increase students' abilities to monitor, control, and improve their own learning. n this course students will help design, pilot est, and revise intentional learning environments.
M. Scardamalia

CTL1922H Instructional Technology: Seminar in Interactive Video/Graphics
Current research and applications in the use of non-textual electronic media in the individualized nstructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person-machine interface, nstructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.
Staff

CTL1923H Technology Supported Environments for Situated Learning
earning environments supported by computer echnology that promote knowledge construction hat is situated in activity and in culture will be tudied. Recent research literature on various models for such learning environments will be xamined, and practical applications in schools and other educational settings will be considered. Students will have to carry out individual or group projects focused on practical applications of such environments.
R.S. Cohen

CTL1924H Research Issues in Educational Computer-Mediated Communication
A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system. Prerequisite: CTL1609 or permission of instructor.
L.E. Davie or R.S. McLean

CTL1925H Doctoral Seminar: Research Issues in Computer Applications (Pass/Fail)
Doctoral students specializing in Computer Applications in Education are normally required to take this seminar as preparation for the comprehensive examination requirement. The seminar provides a critical examination of major components of the field, focusing mainly on theoretical perspectives, research issues, strategies and findings.
R.S. Cohen, L.E. Davie, or R.S. McLean

CTL1997H Practicum in Curriculum: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level
Description as for CTL1798.
Staff

CTL1999H Special Topics in Curriculum: Doctoral Level
A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

NOTE: The following courses in the Science, Mathematics and Technology specialization might also be of interest to students in the Adaptive Instruction specialization:

CTL1215H	Instructional Technology: Instructional Programming
CTL1843H	Computer-Supported Intentional Learning Environments
CTL1844H	Instructional Technology: Seminar in Interactive Video/Graphics

NOTE: The following HDP courses are designed for the specialization in Adaptive Instruction and are described in the course listing in the Department of Human Development and Applied Psychology (see pages 137 - 139). In addition, the courses CTL1003, CTL1004, and CTL3017, in the Department of Curriculum, Teaching and Learning, are recommended.

HDP4271Y	Assessment and Programming for Written Language Difficulties
HDP4275H	Technology for Adaptive Instruction and Special Education
HDP4280H	Introduction to Special Education and Adaptive Instruction
HDP4283H	Psychology and Education of Gifted Children and Adolescents
HDP4287H	Classroom-Based Counselling Approaches
HDP4288H	Reflective Teaching and Analysis of Instruction
HDP4291H	Special Topics in Adaptive Instruction and Special Education: Master's Level
HDP4293H	Interpretation of Educational Research
HDP4295H	Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level
HDP5281H	Research and Theories of Reading Disability
HDP5284H	Assessment and Intervention in Multicultural/Bilingual Contexts
HDP5295H	Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level
HDP5298H	Special Topics in Adaptive Instruction and Special Education: Doctoral Level

MASTER OF ARTS IN TEACHING (M.A.(T.)) PROGRAM

Program Co-Coordinators:
P. Trifonas (CTL Department)
The M.A. Coordinator (English Department)

Core Faculty
R.L.M. Brown
C. P. Diamond
J.D. Duffy
G.E. Henderson
C. Kanaganayakam
D.M. McDougall
I.C. McDougall
R. Morgan
H. Murray

The Master of Arts in Teaching or M.A.(T.) program is designed for the professional teache of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies. Note that a revised program with increased pedagogical content is currently unde review.

Admission Requirements
Applicants require:

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject fror the University of Toronto or another approved university.

b) A mid-B standing in English courses from the University of Toronto or another approved university.

c) One year of teaching experience or equivaler professional experience;

d) Two letters of recommendation, one from the applicant's undergraduate program;

e) Recent curriculum vitae which **must** include teaching experience after graduation.

Program Requirements
Students will be required to complete:

a) CTL5000Y History and Theory of the Study o English

b) the equivalent of two half-courses offered by the Master of Arts in Teaching program

c) the equivalent of two half-courses offered by the Curriculum program or Teacher Development program

d) the equivalent of two half-courses offered by the Graduate Department of English

NOTE: All requirements for the degree must be completed within six calendar years of first enrolment.

English Courses
Note that courses offered by the Graduate Department of English require balloting. Contact the Department of English for further details.

COURSES

The following is a list of courses offered within the Master of Arts in Teaching (M.A.(T.)) program. Not all of the courses listed are offered in any given year.

CTL5000Y History and Theory of the Study of English

This course description is currently being revised and was unavailable at the time the *Bulletin* went to press.
Staff

CTL5001H Approaches to Shakespeare

This course consists of a study of selected schoolroom plays, considering: questions about the texts and their historical and literary contexts (including performance conditions); sources; dramatic structures and styles; stage histories; adaptations; etc.
Staff

CTL5002H The Origins of Modern English

A survey of English linguistic theory. The course begins with an examination of contemporary English and traces in reverse chronological order developments in the language between the present day and the Old English period. Emphasis will be placed upon the significance of linguistic change for the study of literature.
D.M. McDougall, I.C. McDougall

CTL5003H Approaches to the Novel

Four major Canadian novels will be studied in elation to three theoretical perspectives. The novels will be: Alice Munro, *Lives of Girls and Women*; Mordecai Richler, *St. Urbain's Horseman*; Margaret Laurence, *The Diviners*; and Timothy Findley, *The Wars*. The critical works brought to bear on these will be: Erich Auerbach, *Mimesis*; Northrop Frye, *Anatomy of Criticism*; and Jonathan Culler, *Structuralist Poetics*. Underlying concerns throughout will be the relation of the reader's experience of the text to the text itself, the relevance of theory to that relationship, and the exploration of ways of employing these considerations in teaching English. The approaches studied will be applicable to novels at all grade levels.
J.D. Duffy and C. Kanaganayakam

CTL5004H Approaches to Poetry

Explorations in the close reading and analysis and the discussion of poetry, emphasizing the indivisibility of content from the means of expression. Poetry of all kinds and from several English-speaking countries will be sampled; different approaches to the interpretation and evaluation of poetry will be tested. There will be consideration of the differences between three kinds of reading: reading poems (the uniqueness of the poem); reading the poet (the distinctiveness of a poetic oeuvre); reading the age (the poetic style and character of a particular literary period).
R. M. Brown

CTL5005H Approaches to Canadian Writing

Through investigation of a variety of representative texts and queries, this course will attempt to discover whether a common "Canadian" sensibility in approach in fact exists.
R.M. Brown and J.D. Duffy

CTL5006H Studies in Mythology and Legend

Mythology, legend and fairy tale will be considered as "serious statements about our existence". Comparative mythology with particular emphasis upon Greek mythology and the King James version of The Bible. Legends will include legends and folk tales of native peoples, Arthurian legend as well as legends from around the world. Provision will be made for participants who wish to adapt this study to multi-culturalism and diversity. Fairy tales in versions from an oral tradition as well as the literary fairy tales of Andersen, Grimm and Perrault will be considered and social history examined by what was considered at any period to be "suitable for children". An historical and critical approach will be observed throughout. The themes and shapes of myth, legend and fairy tale found in novels, plays, poems, film and contemporary culture will be explored.
Staff

CTL5007H Approaches to Drama

This course investigates the nature and variety of drama through close study of selected plays drawn from a broad chronological and generic range - from Greek tragedy to the drama of the absurd, and from elaborately plotted comedy and tragicomedy to pared-down works of character study or symbolic vision. The course's approach will be intertextual, using the broadly allusive and theatrically self-reflexive drama of Tom Stoppard as a centre from which to explore dramatic traditions and styles.
Staff

CTL5008H Teaching Writing

This course assumes that writing is a process that forms substance and that style is functional, not a mere ornament but an integral component of the writing and thinking process. To teach writing effectively, we need to understand how formal and stylistic structures function in creative and communicative processes that are both individual and social. This course seeks to integrate models of composition into a pedagogy that regards writing as at once process, structure and strategy. Such an understanding of composition has important implications for how we teach writing in the classroom, and spelling out these implications will be the aim of the seminar.
G. Henderson

CTL5009H Approaches to Women's Writing

This course deals with three approaches to women writers. The first, with which most participants will be familiar, is "textual" study - of genre, language, figuration, for example. The second is "production" study, which involves thinking about women's writing in terms of their historical and material circumstances and lived experience. The third approach is "reception" study, which involves thinking in a more general way about how women have been read and reviewed: the more specific question of women's reading and interpretive practices may also be considered under this heading. Consideration of the role of women in education, and particularly as students and teachers of literature, will frame these discussions.
H. Murray

CTL5797H Practicum in Master of Arts in Teaching Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL5798H Individual Reading and Research Course in Master of Arts in Teaching: Master's Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL5799H Special Topics in Master of Arts in Teaching: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of the Master of Arts in Teaching not already covered i the courses listed for the current year. (This course does not fulfil the purpose of CTL5798, which is normally conducted on a tutorial basis.)
Staff

MEASUREMENT AND EVALUATION PROGRAM

Program Coordinator: R.E. Traub

Core Faculty
M.-J. Berger
G. Hanna
T.C. M. Lam
L.D. McLean
P. Nagy
S. Nishisato
M.W. Wahlstrom
R.G. Wolfe

Associated Faculty
S. Churchill

The Measurement and Evaluation program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the master's degree, the domains covered include the desig of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theory and methods. Students choose three or more optional courses, depending on their program.

For the Doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those interested in quantitative methods and theory, including psychometric and statistical theory. The Evaluation specialization is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both qualitative and quantitative methodologies.

The M.Ed. and Ed.D. programs are designed for practicing social service professionals who wish to acquire knowledge and skills in measurement and evaluation, with emphasis on applying these in research and practice. Students newly admitted to the M.Ed. degree program are required to pursue Option II (eight half-courses plus a research project/paper). (See Measurement and Evaluation Admission Requirements below, and the Minimum Admission, Program and Degree Requirements for admission and other program requirements, pages 25 - 32.)

The M.A. and Ph.D. programs emphasize more theoretical concerns of the fields of measurement and evaluation. (See Measurement and Evaluation Admission Requirements below, and the Minimum Admission, Program and Degree Requirements section for admission and program requirements, pages 25 - 32.)

Candidates entering the master's program in Measurement and Evaluation are ordinarily required to take courses CTL2006, CTL2007, CTL2008, CTL2009 and CTL2808. (Candidates with equivalent training in one or another of these courses may apply for an exemption.) Master's candidates who have not studied statistics at least to the level of course CTL2004 must take CTL2004 as an extra course.

Candidates for either doctoral degree in Measurement or Evaluation are expected to have taken courses CTL2006, CTL2007, CTL2008, CTL2009 and CTL2808 or their equivalents. Doctoral candidates lacking one or more of these courses are required to take them in addition to the regular doctoral program, which must include at least four CTL2800-level courses.

Students are expected to have ready access to the OISE/UT computers and to the Internet, to use e-mail and computer conferencing systems, and to be able to transfer files to and from OISE/UT. Access via telephone and modem is highly recommended, and students located outside the Toronto area are strongly urged to open an account with an Internet service provider in their community; the service will include help with technical details, hence some students in Toronto may wish to do the same. Computer accounts for the OISE/UT systems can be obtained from the Education Commons which also provides computers in labs for those who can come to the location and which also has a program of consultation and short courses in computing and communication.

Various courses require students to learn and sometimes acquire specialized software, most of which is available at no cost or at special discounts from OISE/UT. This includes communications and network software. Statistics packages are free on the OISE/UT computers and may be purchased or rented for personal use (call the Research Consulting Service at (416) 923-6641 ext. 2601). Consult course descriptions for details or contact the instructors.

Admission Requirements

a) The admission requirements for the M.Ed. degree program are outlined in the Minimum Admission, Program and Degree Requirements section (pages 25 - 32).

b) The usual admission requirement for the M.A. is a four-year bachelor's degree in mathematics, statistics, computer science, or a relevant social or behavioural science.

c) Students may be admitted to the Ed.D. or Ph.D. contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A student's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission to the doctoral program. The ideal arrangement is for Ed.D. candidates to begin their programs on a part-time basis.

Those applying to the Measurement and Evaluation program must also submit:

a) A Statement of Purpose, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake the program applied for. The applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans. The committee reviews this Statement to determine the area of study in which the applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The Statement is an essential part of every application; an applicant who omits it will not be considered for admission;

b) Two letters of reference: where possible, one should be from a university professor who knows the applicant's current scholarship and/or professional work.

COURSES

The following list demonstrates the range of courses offered within the Measurement and Evaluation program. Not all of the courses listed are offered in any given year.

CTL2000H Descriptive Statistics (Non-Credit)

Students enrolling in CTL2004, CTL2008, or other similar courses who have no background knowledge of elementary statistics are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff

CTL2001H Elementary Matrix Algebra (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, and singularity.
S. Nishisato

CTL2002H Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluatio such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ide with fieldwork.
Staff

CTL2003H Measurement and Accountability

An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studie the influence of external examination, and th effects of large-scale testing on students an the curriculum. The course is intended for bot Measurement students and others.
P. Nagy

CTL2004H Elements of Statistics

Techniques for data exploration and descripti basic theory behind hypothesis testing and confidence intervals, and common confirmat techniques (correlation, simple linear regress one-way analysis of variance). Students are expected to learn to use the MINITAB statisti package or equivalent.
Prerequisite: Knowledge of elementary arithmetic and algebra.
G. Hanna, L.D. McLean, P. Nagy, S. Nishisat R.E. Traub, or staff

CTL2005H Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scali and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretati of the scaling outcomes, and class presentations. This course is intended for bo Measurement students and others.
S. Nishisato

CTL2006H Evaluation Models and Methods

How and why we evaluate social and educatio programs is the major focus of this course: negotiation of the evaluation agreement, practical design considerations, timing, budg and preparation of the final report. Qualitativ quantitative, and mixed approaches are stud and compared, including focus groups, case studies, quasi-experimental designs, and randomized field trials. An introduction to personnel evaluation, including teacher evaluation, is also included.
T. Lam or staff

CTL2007H Research Methods in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
T. Lam, or staff

CTL2008H Data Analysis in Education

An overview of widely used methods of data analysis, not covered in other 2000-level courses. Main topics are principal component analysis, factor analysis, cluster analysis, loglinear analysis and scaling (e.g. Rasch-type, Thurstone-type, and a variety of multidimensional scaling).
Prerequisite: Concurrent registration in CTL2001 (non-credit) or permission of the instructor.
S. Nishisato, R.G. Wolfe, or staff

CTL2009H Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
R.E. Traub, or staff

CTL2010H Alternative Student Assessment Methods

The course examines assessment issues related to different innovative and challenging nstructional and learning strategies such as cooperative learning, individualized instruction in heterogeneous classes, student-centered nstruction, authentic learning, use of portfolios, ntegrated curriculum, and outcome-based nstruction. By referring to standards of student assessment, this course will study the soundness and appropriateness of a variety of alternative assessments that have been proposed and used to determine student learning n classes that employ these pedagogical approaches. These assessments include authentic assessment, student self-assessment, peer assessment, group assessment, process assessment, portfolio assessment, individualized assessment, performance assessment, and integrated assessment. The course is designed to be both practical and theoretical. It will address implementation issues, contextual concerns and instructional values of these assessment methods, examine quality of hands-on materials for these types of student assessment, as well as review literature and identify research needs in using these methods for both classroom and large-scale assessment purposes.
T. Lam

CTL2797H Practicum in Measurement and Evaluation: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL2798H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2799H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL2798, which is normally conducted on a tutorial basis.)
Staff

CTL2800H Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes

consideration of more general recursive and non-recursive path analysis models.
Desired background: CTL2001 (non-credit), CTL2808 or equivalents.
G. Hanna

CTL2801H Test Theory
Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational research problems.
Desirable background: CTL2001 (non credit), CTL2006, CTL2007, CTL2008, CTL2009, and CTL2808, or equivalents.
R.E. Traub

CTL2802H Performance Assessment
This course examines the conceptualization and implementation of performance assessment in the classroom, in large scale assessment programs, and in program evaluation, and addresses the technical issues that arise in the process. Topics addressed include scoring rubric construction, rater consistency and moderation, generalizability, sources of invalidity and bias, judgmental and empirical methods of analysing bias, comparability, standard setting, and logistics and cost effectiveness.
Prerequisites: CTL2009 or equivalent, or permission of instructor.
T. Lam

CTL2803H Evaluation Methodology and Theory
Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course CTL2006 and/or more specialized courses such as CTL2002, CTL1501, or AEC1133. Courses CTL2803 and CTL2006 are normally required for the Evaluation specialization.
Prerequisite: Master's-level course such as those listed above, or permission of instructor.
T. Lam

CTL2804H Measurement and Cognition
This course examines recent cognitive science and measurement literature on the investigation and assessment of complex learning outcomes such as problem solving, written production, an thinking skills.
Prerequisite: CTL2004 and CTL2008, or equivalents, or permission of the instructor.
P. Nagy

CTL2805H Scaling Theory
Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.
Prerequisites: CTL2001 (Non-Credit) and either CTL2005 or CTL2008, or permission of instructor.
S. Nishisato

CTL2806H Evaluation of Educational Policies
Case studies including Third World settings illustrate use of qualitative and quantitative dat in the context of organizational theory. The seminar emphasizes gathering and interpreting data from multiple sources (qualitative and quantitative). Intended for students interested in masters and doctoral research leading to recommendations about policy, curriculum reform, teacher training and/or resource allocation at any level: within individual schools districts (school boards), region, provinces/states or nations, as well as within colleges, universities and ministries.
S. Churchill

CTL2807H Applied Research Design and Data Analysis
This seminar is intended primarily for doctoral students. The are two main activities. One is th cooperative critiquing and development of research designs and data analysis plans base on ongoing work of the students in the course. The second is discussion of selected topics in data analysis, e.g. exploratory analysis, logisti regression, multilevel modeling, and recent advances in some of the techniques introduced in course CTL2008 and CTL2808.
Prerequisite: CTL2808, or permission of the instructor.
P. Nagy

CTL2808H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: CTL2004 or equivalent, or permission of instructors.
G. Hanna, P. Nagy, R. Traub, or staff

CTL2809H Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: CTL2001 (Non-Credit), CTL2008, CTL2808, or permission of instructors.
S. Nishisato, or R.G. Wolfe

CTL2810H Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: CTL2803 or equivalent.
NOTE: Practicum CTL2997 and Seminar CTL2810 may not both be taken for credit in ulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
Staff

CTL2811H Seminar in Measurement and Experimental Design

Consideration of theoretical and empirical topics n measurement, and a detailed examination of xperimental designs relevant to educational esearch.
Prerequisite: Permission of the instructor.
Staff

TL2997H Practicum in Measurement nd Evaluation: Doctoral Level

Supervised experience in an area of fieldwork, nder the direction of faculty and field personnel. Examples of typical activities are developing an valuation project and/or acting as research ssistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff

CTL2998H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2999H Special Topics in Measurement and Evaluation: Doctoral Level

A course designed to permit the study, (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL2998, which is normally conducted on a tutorial basis.)
Staff

SECOND LANGUAGE EDUCATION PROGRAM

Program Coordinator and Head, Modern Language Centre: Alister Cumming

Core Faculty
P. Allen
B. Burnaby
S. Churchill
D. Corson
J. Cummins
A. Gagné
E. Geva
B. Harley
N. Labrie
S. Lapkin
M. Swain
M. Turnbull

Associated Faculty
M. Heller, Department of Sociology and Equity Studies in Education

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy.

The program offers four degrees: the M.Ed., M.A., Ph.D. and Ed.D. (The program requirements described below apply to students beginning in 1998 and thereafter; students previously registered in the program follow regulations describing Second Language Education as a specialization within the Curriculum Program in versions of the OISE/UT *Bulletin* prior to 1998.) The Second Language Education program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are in the lower level of the OISE/UT Education Commons.

Admission Requirements
For admission, students are expected to have a three- or four-year bachelor's degree, teacher or other professional certification, and a minimum of one year's relevant experience. See the Minimum Admission, Program and Degree Requirements section (pages 25 - 32) for information on admissions, programs, and registration. All applicants are required to submit a résumé and a statement of purpose describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

For all SLE programs, students must take a minimum of four half-courses within the SLE program. Other courses may be taken in other programs in the Department of Curriculum, Teaching, and Learning; other Departments at OISE/UT; in the Departments of Linguistics; Anthropology ; or in language departments at the University of Toronto.

M.Ed. students follow Option II (eight half-courses plus a research project); one of the courses must be either CTL3000 or CTL3002.

The M.A. requires eight half-courses plus a thesis. Courses must include CTL3001 plus a course in research methods relevant to the topi of the thesis. For admission, students are expected to have a four-year bachelor's degree and a minimum of one year's relevant professional experience. Enrolment in the M.A. (rather than M.Ed.) program is advisable if a person expects to pursue a doctorate in the future.

The Ph.D. involves six half-courses plus comprehensive examinations and a thesis. Additional courses may be required depending on previous experience and academic qualifications. One course must be CTL3801 and another a research methods course releva to the topic of the thesis. A minimum of two consecutive Fall and Winter Sessions, for a tota of four sessions, of full-time study are required at the beginning of the program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal and forn a thesis committee. Individuals pursuing the Ph.D. typically wish to be university professors in this field. For admission, students must have a master's degree with a thesis (or meet requirements for the Qualifying Research Pape prior to beginning the program) and ordinarily a minimum of two years' relevant professional experience.

The Ed.D. involves six to eight half-courses plu comprehensive examinations and a thesis. Additional courses may be required depending on previous experience and academic qualifications. One course must be CTL3801 and another a research methods course releva to the topic of the thesis. The Ed.D. requires consecutive sessions (i.e., Fall Session and Winter Session) of full-time study at some point during the program. The Ed.D. is for people wh have already established a professional career in Second Language Education and wish to ma aspects of their professional practice the subject of their graduate studies and thesis research. For admission, students must have master's degree with a thesis (or meet requirements for the Qualifying Research Pape prior to beginning the program) and two years' relevant professional experience.

The following is a list of courses offered within the Second Language program. Not all of the courses listed are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.
Staff

CTL3001H Research Colloquium in Second Language: Master's Level

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.
S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is he organization of language teaching from preschool to adult education, including planning and teacher education.
A. Cumming, B. Harley, or staff

CTL3003H Theory of Second-Language Teaching

The first part of this course provides an ntroductory overall picture of language teaching heory and reviews recent and current developments of thought. The second part oncentrates on the relationship between anguage teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on he belief that a place should be found in the chool curriculum for exploring the nature of language in general: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, its central importance as a tool for thinking and learning, etc. The aim of the course is to consider the potential of language awareness as a unifying concept which provides a common basis for first and second language education, and which plays an important role in teacher development.
J.P.B. Allen

CTL3005H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
J.P.B. Allen

CTL3006H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J.P.B. Allen

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J.P.B. Allen

CTL3007H Séminaire sur le language et la communication

Ce cours a deux buts principaux : (1) initier les étudiant(e)s aux sciences du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.

Prérequis: très bonne connaissance du français.

N. Labrie

CTL3008H Critical Pedagogy, Language, and Minority Students

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.

J.P. Cummins

CTL3009H L'éducation des minorités linguistiques et culturelles: l'analyse comparative de la politique éducative

Le cours en français traite en priorité de la politique et l'éducation en langue française destinée aux francophones, ainsi que de la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux - fédéral, provincial, conseil scolaire - pour l'enseignement et le rôle de l'école dans la communauté.

Oral proficiency in French is required; papers in English will be accepted by request.

S. Churchill

CTL3009H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.

S. Churchill

CTL3010H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of such variables as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.

B. Harley

CTL3011H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.

J.P. Cummins

CTL3011H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada destinée aux francophones, aux anglophones, aux immigrant(e)s et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.

D. Haché ou membre de la faculté à déterminer

CTL3012H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
N. Labrie

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming, or S. Lapkin

CTL3013H Évaluation de la compétence langagière

Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes: la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiés. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement.
M.-J. Berger

CTL3014H Collaborative Learning in Second-Language Classrooms

The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.
M. K. Swain

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.
B. Burnaby and A. Cumming

CTL3016H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
S. Churchill

CTL3017H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

CTL3018H Language Planning and Policy

The study of language planning and policy-making is a relatively recent field and represents new realizations about how governments and other bodies have involved themselves in language issues. This course aims to provide some understanding of work in this field, the way in which it is developing and the problems it faces. The course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.
N. Labrie

CTL3018H Politique et aménagement linguistique

Ce cours porte sur l'étude de la pratique et de l'analyse de l'intervention humaine sur la langue ou sur les situations linguistiques. Notre objectif sera de mieux comprendre pourquoi et comment on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les programmes scolaires. Les cas que nous étudierons proviendront principalement de la francophonie, l'accent étant mis sur les expériences canadiennes, notamment au Québec et en Ontario. La question des droits scolaires en Ontario retiendra tout particulièrement notre attention.
N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education (core, extended, immersion, and adult FSL).
S. Lapkin

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).
B. Harley and S. Lapkin

CTL3022H Languages in Aboriginal Education

This course introduces students to information about Aboriginal languages in Canada and structures of formal education for Aboriginal students. Trends in Aboriginal and official language use will be compared with expectations based on school language policies and implementation in terms of curriculum, teaching approaches, syllabus design, teacher hiring, an preparation. Implications of various social and political factors in Aboriginal communities and their environments will be discussed. This course addresses issues in Aboriginal language maintenance and enhancement in Canada with special emphasis on the role of the school. Matters relating to official language education are also considered. Examples from indigenous language communities outside of Canada will be included.
B. Burnaby

CTL3023H Le Français Canadien d'un Point de Vue Educatif et Sociolinguistique

Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du pointe de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadie et une réflexion sur ses implications pédagogiques.
N. Labrie

CTL3797H Practicum in Second Language: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3798H Individual Reading and Research in Second Language Program: Master's Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3799H Special Topics in Second Language Program: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.)
Staff

CTL3800H Second Language Classroom Research
The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M.K. Swain

CTL3801H Colloquium in Second Language Education: Doctoral Level
This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
M.K. Swain and S. Lapkin

CTL3802H Research Seminar in Multilingual/Multicultural Education
A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J.P. Cummins

CTL3803H Ethnographic Research in the Language Disciplines
The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.
D.J. Corson

CTL3804H Advanced Colloquium in the Educational Linguistics of English
This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
J.P.B. Allen

CTL3805H Aspects of Second-Language Acquisition
This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.
Prerequisite: Permission of instructor.
B. Harley

CTL3997H Practicum in Second Language Program: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3998H Individual Reading and Research in Second Language Program: Doctoral Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3999H Special Topics in Second Language Program: Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.)
Staff

TEACHER DEVELOPMENT PROGRAM

Program Coordinator and Head, Centre for Teacher Development:
F. Michael Connelly

Core Faculty
C. Beck
C.T.P. Diamond
G. Feuerverger
L. Hannay
B. Kilbourn
M. Kooy
C. Kosnick

Associated Faculty
P. Allen
G. Wells

Teacher development as a field of educational study encompasses the development of teachers throughout their careers. The four degree programs (M.Ed., M.A., Ed.D., Ph.D.) are governed by the central idea that teaching is an act of inquiry and that teachers are inquirers and learners. The M.Ed. and Ed.D. programs are designed for practicing educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. The M.A. and Ph.D. programs are more theoretical in their orientation.

The two focus areas described below represent distinct but complementary lines of research. The program involves knowledge in both areas, which form the foundation of the field and contribute to research in teacher socialization and professionalization, policy and evaluation, and the social and political context of teacher education. Interwoven in both focus areas are issues of gender, language, culture, and identity, as well as the application of narrative research methodology.

1. Reflection, Inquiry, and Practice
Teacher development as a personal and social phenomenon; the relationship between knowledge and teacher development, including teacher identity, teacher learning, and teacher beliefs and practices. Through inquiring into their own and others' beliefs, histories, and practices, students learn to understand and facilitate the personal and professional development of teachers.

2. Improvement of Practice
Teacher development in the context of organizational and policy issues; the relationship between teacher development and school improvement - that is, how schools may create an organizational culture which enables teachers to improve their practices. Students will explore strategies, structures, and contexts which promote the development of schools, teachers, and students.

Admission Requirements
Applicants for admission to the Teacher Development Program should refer to the Minimum Admission, Program and Degree Requirements section (pages 25 - 32) as well as the requirements specified for the Curriculum Program (page 75). Ordinarily, students who enter any of the degree programs in the department are required to have some professional experience in education. Since the Teacher Development program focuses on teaching in general, professional experience in education can include teaching in other areas - for example, in nursing.

COURSES

The following is a list of courses offered within the Teacher Development program. Not all of the courses listed are offered in any given year.

CTL4000H Techniques for Improving Teaching
A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B.S. Kilbourn

CTL4001H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.
L.M. Hannay

CTL4002H Situational Analysis of Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4003H Teacher Development and School Improvement

This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the relationship between teacher development policies, practices, and various approaches to school improvement (e.g., inservice training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.
F. M. Connelly

CTL4004H From Student to Teacher: Professional Induction

This course will critically examine the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they have constructed a professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
Staff

CTL4005H Perspectives in Teacher Education

This course uses arts-based textual strategies such as stories, self-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of a teacher-self and its context. The protagonists include "the teacher I hope to become" and "missing or 'kidnapped' parts of teacher-self" such as child-artist. The antagonists include "the teacher I fear to remain" and "false, idealized teacher-selves". "The teacher I am" provides a staging point for the next round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new beginnings.
C.T.P. Diamond

CTL4006H Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, and challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.
J. Aitken

CTL4007H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other

ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the "self" in relation to the "other". The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.
G. Feuerverger

CTL4008H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing". The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
B.S. Kilbourn

CTL4009H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

CTL4010H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers ma also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
Prerequisite: Permission of instructor.
C.G. Wells

CTL 4011H Teaching and School Renewal

This course is designed for those interested in where schooling should be going today and wha form life in classrooms and schools should take No background in philosophy of education is required. The everyday problems facing teachers will be considered, with special attention to the concerns of elementary schooling.
C. Beck

CTL4797H Practicum in Teacher Development Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personne Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4798H Individual Reading and Research in Teacher Development Program: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interes to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4799H Special Topics in Teacher Development Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4798, which is normally conducted on a tutorial basis.)
Staff

CTL4800H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
F.M. Connelly and staff

CTL4801H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.
Prerequisite: Permission of instructor.
F.M. Connelly

CTL4802H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4803Y Women as Change Agents in Educational Systems

This course provides an overview of the experiences of girls and women in educational institutions from many perspectives. How women have historically influenced the culture, climate, and curriculum of schools will be discussed as well as the ways in which the occupational culture and conditions of the work place, teacher ideology, and societal expectations act as barriers and blocks to change initiated by females. New possibilities for women to act as change agents by altering classroom interactions will be explored through revised methods of evaluation, and through the understanding that they can provide leadership whatever their role in the system. In considering how women may act as agents for change, the texts of film, novel, story, visual art, and our own lives will be drawn upon. Participants play an active role in the design of the course and in making use of it for their own development as teachers.
J. Aitken

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
Prerequisite: Permission of instructor
F.M. Connelly, or staff

CTL4805H Research and Inquiry in Teacher Education

This course enables teacher-researchers to represent, reflect on, and redirect their journeys as they prepare for and complete a field project/thesis proposal/thesis. Different perspectives on teacher knowledge, classroom practice, education, and research provide them with contrasting inquiry maps. Qualitative forms such as life history explore a person's context (the bios), while narrative, arts-based writing (the graphia) highlights personal experience (the auto). Narrative consists of different traditions, including anthropological, psychological, sociological and literary approaches.
Arts-based narrative is a postmodern form that encourages researchers to use textual and

visual forms (stories, poems, split text) to reconstruct experience. Such self-reflexive and collaborative inquiries promote professional development.
C.T.P. Diamond

CTL4997H Practicum in Teacher Development Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4998H Individual Reading and Research in Teacher Development Program: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4999H Special Topics in Teacher Development Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4998, which is normally conducted on a tutorial basis.)
Staff

COLLABORATIVE GRADUATE DEGREE PROGRAMS

- **Comparative, International and Development Education**

Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education jointly offer graduate degree programs (M.Ed., M.A., Ed.D., Ph.D.) in Comparative, International and Development Education. Additional information is available in the "Collaborative Graduate Degree Programs" section of the OISE/UT *Bulletin* (pages 198 - 199) and the School of Graduate Studies Calendar. Interested students should forward an application to both the OISE/UT department(s) of their choice and the CIDE Program Coordinator. Prospective applicants are strongly encouraged to contact the CIDE Program Coordinator in advance of submitting their application. Information is also available from Harriet Hori, CTL Graduate Studies Liaison.

COURSES

The following is a list of courses offered by the department of Curriculum, Teaching and Learning within the Comparative, International and Development Education Collaborative Program. Not all of the courses listed are offered in any given year. Students should also see course listings under the other collaborative departments' section of this *Bulletin.*

CTL6000H Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J.P. Farrell and D.W. Livingstone

CTL6001H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both preservice and inservice program formats will be studied. The underlying rationale, physica structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a

cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D.N. Wilson, or staff

CTL6002H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J.P. Farrell, or staff

CTL6003H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D.N. Wilson, or staff

CTL6797H Practicum in Comparative, International and Development Education Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6798H Individual Reading and Research in Comparative, International and Development Education Program: Master's Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6799H Special Topics in Comparative, International and Development Education Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL6798, which is normally conducted on a tutorial basis.)
Staff

CTL6800H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson, or staff

CTL6801H Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
Staff

CTL6997H Practicum in Comparative, International and Development Education Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6998H Individual Reading and Research in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6999H Special Topics in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL6998, which is normally conducted on a tutorial basis.)
Staff

•Environmental Studies Collaborative Program

The departments of Adult Education, Communit Development and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education jointly offer graduate degree programs (M.Ed., M.A., Ed.D.) (Ph.D. pending approval from OCGS) in collaboration with the Institute for Environmental Studies. Interested students should forward an application to both an OISE/UT department and the Institute for Environmental Studies. Further information is available from the School of Graduate Studies Calendar.

Interested students should contact:
Harriet Hori, CTL Graduate Studies Liaison
252 Bloor Street West
Telephone: (416) 923-6641 ext 2603
and/or
Catherine Khani, IES Graduate Student Advisor
Telephone: (416) 978-7077
Fax: (416) 978-3884
e-mail: ies.gradinfo@utoronto.ca
Website: www.utoronto.ca/envs/es.htm

•Women's Studies Collaborative Program (GWS)

The departments of Adult Education, Communit Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Collaborative Graduate program in Women's Studies (GWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 199 of this *Bulletin* and from the School of Graduate Studie Calendar.

Interested students should contact:
Harriet Hori, CTL Graduate Studies Liaison
252 Bloor Street West
Telephone: (416) 923-6641 ext 2603
AND
Program Director of Graduate Women's Studies
Innis College, Room 232
2 Sussex Avenue
Telephone: (416) 978-3668
Fax: (416) 978-5503
E-mail: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/womens

HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY (HDAP)

The Department of Human Development and Applied Psychology currently offers three graduate programs:

- Child Study and Education (M.A.), based at the Institute of Child Study, an initial teacher education program leading to the Ontario College of Teachers Certificate of Qualification and an M.A.
- Educational Psychology and Special Education (name to be changed to Human Development and Education pending OCGS approval) (M.Ed., M.A., Ed.D. and Ph.D.), a program focussing on Human Development and Education with concentrations in Adaptive Instruction and Special Education, Applied Cognitive Science and Early Childhood Education.
- School and Child-Clinical Psychology (M.A. and Ph.D.), a program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled *Department of Human Development and Applied Psychology Program Guidelines.* Students are expected to consult this booklet for specific policies governing their programs.

GENERAL INFORMATION

- For information about application procedures and forms contact:
  OISE/UT Registrar's Office
  Graduate Studies Admissions Unit, Room 485
  Telephone: (416) 923-6641 ext. 2663/2664
  e-mail: gradstudy@oise.utoronto.ca
- For information about registration contact:
  Christine Fung, Liaison Officer, Registrar's Office Graduate Studies Registration Unit,
  Telephone: (416) 923-6641 ext. 2665
  e-mail: cfung@oise.utoronto.ca

ACADEMIC INFORMATION

For academic information, contact:

- **Child Study and Education**
  Anne Radford, HDAP/ICS
  Telephone: (416) 978-3457
  e-mail: anne_radford@tednet.oise.utoronto.ca
- **Educational Psychology and Special Education**
- **School and Child-Clinical Psychology**
  Janet Mawhinney, HDAP
  Telephone: (416) 923-6641 ext. 2324
  e-mail: jmawhinney@oise.utoronto.ca

CHAIRPERSON OF THE DEPARTMENT

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(human development; cognitive and social processes in developmental diversity)

ASSOCIATE CHAIRPERSON OF THE DEPARTMENT

Mary Louise Arnold, Ed.D. (Harvard)
Assistant Professor
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

FACULTY

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; developmental psychology and education)

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

Andrew Biemiller, Ph.D. (Cornell)
Professor
(self-direction and education; reading, writing, and oral language; educational programs)

Robbie Case, Ph.D. (Toronto)
Professor
(cognitive development; conceptual learning in school contexts; mathematics education; international comparisons of school achievement)

Carl Corter, Ph.D. (North Carolina)
Professor and Associate Dean, Research and Field Activities, cross-appointed to the Department of Psychology
(kindergarten education; parenting; sibling and family relationships; infant development)

Alister Cumming, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, tea
and staff training)

Michel Ferrari, Ph.D. (UQAM)
Assistant Professor
(development of academic excellence in the
domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(cognitive and linguistic processes in normall
achieving and in learning disabled children; reading processes in first and second langua
learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Jennifer Hardacre, Ed.D. (Nova)
Senior Tutor
(play as a learning medium; teacher educatio
constructivist teaching)

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medica
conditions)

Jenny Jenkins, Ph.D. (London)
Associate Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Anne Jordan, Ph.D. (Toronto)
Professor, cross-appointed from the Departm
of Curriculum, Teaching and Learning
(policies and practices in special education delivery; teacher development through collaborative consultation and resource supp

Marc Lewis, Ph.D. (Toronto)
Associate Professor
(cognitive development; emotional developm
cognition/emotion interactions in developme
self-organizing developmental systems)

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Curriculum, Teaching and Learning and to the McLuhan Program in Culture and Technology
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children and adults)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education, Community Development and Counselling Psychology
(school psychology; models of service delivery; preventive practices and dynamics of change; social/emotional relationships and depression in schools; ethnic identity development)

Carol Musselman, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Speech Pathology
(linguistic and social development of deaf children and adolescents; education of children with communication disorders)

Keith Oatley, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology
(cognition and emotion; human/computer interaction; psychology of narrative literature)

David R. Olson, Ph.D. (Alberta)
Professor, and Head, Centre for Applied Cognitive Science, cross-appointed to the Department of Linguistics and to University College
(language development; cognitive development; cognition and literacy)

Michele Peterson-Badali, Ph.D. (Toronto)
Assistant Professor
(children's understanding of social phenomena and institutions [e.g. legal, medical]; legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Marlene Scardamalia, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(research on cognitive processes; intentional learning; the design of computer-supported intentional learning environments)

Denis Shackel, Ph.D. (Toronto)
Professor
(incidental learning; effects of stimulus incongruity on learning; leadership; ethics [integrity]; listening; non-verbal communication in the classroom)

Uri Shafrir, Ph.D. (York)
Associate Professor
(affective processes; children and adults with generic learning deficits; computer-based assessment and programming for exceptional children and adults)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Conchita Tan-Willman, Ph.D. (Minnesota)
Professor, and President/Founder
PRIME Mentors of Canada
(creativity; mentors and mentoring; moral development; teacher development)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Associate Professor
(social and affective development of children, adolescents, and adults with learning disabilities and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Earl Woodruff, Ph.D. (Toronto)
Assistant Professor; cross-appointed to Curriculum, Teaching and Learning (cognition and learning; sociocognitive knowledge building; technology in education)

ASSOCIATED FACULTY

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Clarke Institute of Psychiatry

Nancy Benson, Ph.D. (York)
Assistant Professor, Psychology Department, University of Toronto

Judith Bernhard, Ph.D. (Toronto)
Associate Professor, Ryerson Polytechnic University

Venera Bruto, Ph.D. (Carlton)
Psychologist/Clinical Research Associate, The Toronto Hospital

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education

Judith Friedland, Ph.D. (Toronto)
Assistant Professor, Department of Occupational Therapy, University of Toronto

Luigi Girolametto, Ph.D. (Toronto)
Assistant Professor, Department of Speech Pathology, University of Toronto

Carla Johnson, Ph.D. (Western)
Assistant Professor, Department of Speech Pathology, University of Toronto

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columbia University

Dona Matthews, Ph.D. (Toronto)
Psychoeducational Consultant, private practice

Janette Pelletier, Ph.D. (Toronto)
Instructor, Institute of Child Study, University of Toronto

Adrienne Perry, Ph.D. (York)
Psychologist/Coordinator of Research, Thistletown Regional Centre

Joan Peskin, Ph.D. (Toronto)
Instructor, Institute of Child Study, University of Toronto

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto

Joanna Rovet, Ph.D. (Toronto)
Associate Professor, Department of Pediatrics, University of Toronto

Jean Saint-Cyr, Ph.D. (Rochester)
Associate Professor, Faculty of Medicine, University of Toronto

Russell Schachar, Ph.D. (Toronto)
Professor, Institute of Medical Science, University of Toronto

Rosemary Tannock, Ph.D. (Toronto)
Assistant Professor, Department of Psychiatry, University of Toronto

Margot Taylor, Ph.D. (McGill)
Neurophysiologist, The Hospital for Sick Children

CLINICAL INTERNSHIP SUPERVISORS (SCCP)

Judith A. Silver, Ph.D. (Toronto)
Head, OISE/UT Counselling and Psychoeducational Clinic, OISE/UT

David Benner, Ph.D. (York)
Chief Psychologist, Hamilton-Wentworth Department of Public Health Child and Adolescent Services

Arthur Caspary, Ph.D. (Waterloo)
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

Janice Hansen, Ph.D. (York)
Psychologist, Bloorview MacMillan Centre, Toronto

Nancy Link, Ph.D. (Toronto)
Clinical Director, School and Child Clinical Program, OISE/UT

Sherri Mackay, Ph.D. (Toronto)
Psychologist, Family Court Clinic, Clarke Institute of Psychiatry

Lynn Oldershaw, Ph.D. (Toronto)
Psychologist, Clarke Institute of Psychiatry

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child and Family Clinic,
Scarborough General Hospital

Meagan Smith, Ph.D. (New York at Stony Brook)
Psychologist, Child and Family Studies Centre;
Head, Research for the Children's Aid Treatment
Program, Clarke Institute of Psychiatry

TEACHING INTERNSHIP SUPERVISORS

(Based at the Institute of Child Study)

Anne Cassidy, Dip.C.S. (Toronto)
Bev Caswell, Dip.C.S. (Toronto)
Julie Comay, M.A. (Toronto)
Krista Flemington, M.A. (Toronto)
Patti MacDonald, B.Ed. (Toronto)
Mary Jane Moreau, B.Ed. (Toronto)
Richard Reeve, M.Ed. (Toronto)
Robin Shaw, Dip.C.S. (Toronto)

PROFESSORS EMERITI

David W. Brison, Ed.D. (Illinois)
Betty Flint, M.A. (Toronto)
John R. Kershner, Ph.D. (Toronto)
Ellen M. Regan, Ed.D. (State University of New York at Albany)

ASSOCIATE PROFESSORS EMERITI

Iain Davidson, Ph.D. (Toronto)
Malcolm Garber, Ph.D. (Southern California)
Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Harold Silverman, Ph.D. (London)

GENERAL DEPARTMENTAL ADMISSION INFORMATION

See program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in September, January, or July.

Most applicants apply to only one of the department's programs. However, applicants are permitted to apply to two programs. Those applying to two programs should clearly designate the programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one program to another after admission are normally considered each year in a pool with all other applicants to the program. See the department's *Guidelines* booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the program they wish to enter, the request may be refused due to the competitive nature of the admission process.

For information about financial support for students see pages 219 - 225. Applicants should note that although some students do receive financial support from OISE/UT, such support is very limited and many students are unsuccessful in their attempt to secure funding through OISE/UT.

CHILD STUDY AND EDUCATION

MASTER OF ARTS

The Child Study and Education program is based at the Institute of Child Study, a centre of professional training and research in childhood and education, including a laboratory school. The program is offered in two streams: two-year and one-year.

Two-Year Program

The two-year M.A. offers a unique, research-based teacher education experience. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario College of Teachers Certificate of Qualification. This qualifies the holder to teach in the primary and junior divisions of Ontario Schools. Graduates will also be eligible for Part 2 of the three session qualification in Primary Education following one year's successful teaching experience as attested by the appropriate supervisory officer. Students will complete six-week, first-year placements in kindergarten/early childhood, grade 1-3, and grade 4-6 classrooms plus at least one other six-week placement during their first year of study. Students will complete an internship in an elementary classroom in their second year of study.

Two further areas of concentration may be elected:

- **Special Education, Part 1**

  Students wishing to be eligible for Part 1 of the three-session Specialist Qualification in Special Education will complete at least one six-week placement in a special education setting in their first year of study. In their second year of study, they will elect courses HDP4280H (Introduction to Special Education and Adaptive Instruction) and HDP1285H (Psychology and Education of Students with Learning Disabilities) or other approved special education course.

- **Qualifying Research Paper**

  Students planning further graduate study in the foreseeable future are advised to elect HDP1209H (Research Methods and Thesis Preparation in Human Development and Applied Psychology) in their first year of study, and to elect HDP2252H (Individual Reading and Research) in their second year in order to pursue a Qualifying Research Paper (QRP). In addition, students who have not studied statistics as undergraduates are expected to take CTL2004H (Elements of Statistics).

It will not normally be possible to complete both the Special Education Part 1 and a QRP within the context of 16 half-courses. Additional half-courses may be undertaken in the Summer Session.

The option of completing eligibility for Special Education Part 2 is not offered in 1999/2000

Admission Requirements

Admission to the two-year M.A. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree. The usual admission standard is standing equivalent to a University of Toronto mid-B or better. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. **Selected candidates will be interviewed in most cases.** Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1. a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
2. a photocopy of a certificate of change of nam where applicable
3. satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers)

NOTE: In addition, a criminal record check is required for certification by the Ontario College of Teachers.

Program Requirements

The two-year M.A. program is comprised of the equivalent of 16 half-courses, including practica and is normally undertaken on a full-time basis. The required courses are:

HDP2200	Child Study: Observation, Evaluation and Reporting
HDP2201	Childhood Education Seminar (full course)
HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2210	Introduction to Curriculum (full course)
HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Math and Science, Children's Epistemologies
HDP2220	Teaching Practicum (full course)
HDP2221	Advanced Teaching Practicum I
HDP2222	Advanced Teaching Practicum II
HDP2230	Designing Educational Programs.

The remaining three courses are electives. In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

One-Year Program

This program is offered only to students who hol a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto. The one-year M.A. program is intended to further develop an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for students who may be interested in pursuing further graduate study.

Admission Requirements

In addition to the admission requirements stated previously for the two-year program, applicants to the one-year M.A. program must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education.

Program Requirements

The one-year M.A. program is comprised of eight half-courses and may be undertaken on a full- or part-time basis. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Math and Science, Children's Epistemologies.

The remaining courses are electives. For students who may be interested in further graduate study, it is strongly recommended that they include as part of their elective courses a course in research design and measurement and a course in statistics, plus complete a Qualifying Research Paper (QRP) that includes empirical field work.

EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

The focus of this combined program is Educational Psychology and Special Education (name to be changed to Human Development and Education pending OCGS approval). The program will provide an opportunity for students to construct an overall perspective on human development and its implications for educational practice. Students are required to take core courses in human development and research design. Courses emphasize typical and atypical development in the cognitive and emotional domains, the impact of culture, family and social relationships on development, the role of formal and informal modes of learning, and strategies for modifying developmental outcomes and accommodating individual differences. The M.Ed. and Ed.D. programs are designed for the reflective teacher or other practitioner in education or related fields. The M.A. and Ph.D. programs are designed for students who need a research background for academic or other careers they wish to pursue.

Students are advised to carry out study within a specified concentration area. The intent of the concentrations is to guide students with specific interests into courses that might address those interests, and to ensure that their program of study has some coherence. If a student wishes to develop a focus of studies in an area other than those listed below, they may do so in consultation with their advisor. Students may either designate a concentration at the time of admission or identify a concentration at a later date. The three concentrations are:

- **Adaptive Instruction and Special Education**

  Students selecting this concentration develop an understanding of developmental diversity and the educational strategies that make learning accessible to children and adults with special needs. Note that the courses which are part of the interdepartmental specialization in Adaptive Instruction between the departments of Human Development and Applied Psychology and Curriculum, Teaching and Learning carry numbers that begin with HDP4200 (master's level) and 5200 (doctoral level) in Human Development and Applied Psychology and CTL1400 (master's level) and CTL1880-1899 (doctoral level) in Curriculum, Teaching and Learning.

- **Applied Cognitive Science**

  This concentration is an interdisciplinary specialization between the departments of Human Development and Applied Psychology and Curriculum, Teaching and Learning and focuses on research on human cognition including issues of human competence, models of mind, language and literacy, and computers in education. (See section on Interdepartmental Graduate Specializations, page 201)

- **Early Childhood Education**

  Courses in this concentration emphasize an integration of child development research and theory, classroom practice, educational issues, and the family environment with a focus on infants and young children.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other settings with children or adults with disabilities. The program is intended to help the student reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. program normally requires a preparation equivalent to a University of Toronto three-year bachelor's degree. The usual admission standard is standing equivalent to a University of Toronto mid-B or better. Applicants specifying a concentration in Adaptive Instruction and Special Education normally possess a teaching certificate and have one year of relevant professional experience. Applicants specifying a concentration in Early Childhood Education normally possess a teaching certificate or a certificate in early childhood education and have one year of relevant professional experience.

Program Requirements

The M.Ed. program is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year of program) are:

HDP1200	Foundations of Human Development and Education
HDP4293	nterpretation of Educational Research.

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an alternative course in adult development as one of their ten half-courses. It is recommended that during their program students focus on a specific domain of study. They may do so by taking required courses within a concentration described above. Alternatively, in consultation with their advisor, students may take at least four half-courses within a domain of study which they identify.

MASTER OF ARTS

The M.A. program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of one or more members of the department.

Admission Requirements

Admission to the M.A. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree in arts, science, or a helping profession. Although most applicants will have a four-year bachelor's degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Occupational Therapy, Speech Pathology, Physiotherapy, Nursing, Social Work or other area relevant to their specific program of study are also eligible to apply for admission. The usual admission standard is standing equivalent to a University of Toronto mid-B or better.

Program Requirements

The M.A. program is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis. Under exceptional circumstances students may be permitted to undertake the program on a part-time basis; a detailed case for such permission must be submitted with the admission application. Required courses (to be taken in the first year of the program) are:

HDP1200	Foundations of Human Development and Education
HDP1206	Proseminar in Human Development and Applied Psychology
HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology.

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) o an alternative course in adult development as one of their six half-courses. It is recommended that during their program students focus on a specific domain of study. They may do so by taking required courses within a concentration described above. Alternatively, in consultation with their advisor, students may take at least three half-courses within a domain of study which they identify.

DOCTOR OF EDUCATION

The Ed.D. program is designed primarily for educators who have demonstrated their practic capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Admission to the Ed.D. program normally requires a University of Toronto master's degree in Educational Psychology, Special Education or equivalent (including Adaptive Instruction, Applied Developmental Psychology, Early Childhood Education, or Instruction and Special Education). The usual admission standard is standing equivalent to a University of Toronto A- or better (in the master's degree). Applicants with a master's degree in other specializations in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Program Requirements

The Ed.D. program is comprised of eight half-courses, an internship and a thesis. While students may begin the program on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program; it is highly recommended that students use such time to complete the thesis requirement, not coursework. Required courses are:

HDP3200	Research Proseminar on Human Development and Education
plus either	
HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
OR	
HDP3226	Advanced Research Methods and Thesis Preparation in Human Development and Applied Psychology.

For students who have an insufficient background in human development it is highly recommended they take HDP1201 (Child and Adolescent Development) or an alternative course in adult development as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the students' advisor.

DOCTOR OF PHILOSOPHY

The Ph.D. program emphasizes knowledge in the several disciplines related to theory and research in the area of Educational Psychology and Special Education . The program is designed for students who wish to pursue a career in university or community college teaching and careers that require advanced skills in research and evaluation. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of one or more members of the department.

Admission Requirements

Admission to the Ph.D. program normally requires a preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Educational Psychology, Special Education or equivalent (including Adaptive Instruction, Applied Cognitive Science, Applied Developmental Psychology, Child Study and Education, Early Childhood Education, or Instruction and Special Education). The usual admission standard is standing equivalent to a University of Toronto A- or better (in the master's degree). Applicants with master's degrees in other areas of Applied Psychology, Adult Education, Curriculum, or a helping profession such as Speech Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Program Requirements

The Ph.D. program is comprised of six half-courses, a comprehensive examination and a thesis, and is normally undertaken on a full-time basis. Required courses are:

HDP3200	Research Proseminar on Human Development and Education
HDP3226	Advanced Research Methods and Thesis Preparation in Human Development and Applied Psychology.

For students who have an insufficient background in human development it is highly recommended that they take HDP1201 (Child and Adolescent Development) or an alternative course in adult development as one of their six half-courses. The remaining courses are electives and are selected in consultation with the student's advisor.

Additional Teacher Education Qualifications in Special Education
Students interested in additional qualifications for teachers should note the following:

For students who have an Ontario College of Teachers Certificate of Qualification, certain courses have been granted equivalence for Part I and/or Part II of the program leading to the Ontario College of Teachers Specialist Certificate in Special Education. Students should consult the department's *Guidelines* booklet and/or their advisor regarding which courses are accepted for these additional qualifications. Additional qualifications are granted solely by the College; students must apply directly to the College for course credits.

For more information contact:
Ontario College of Teachers
121 Bloor Street West, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: (416) 961-8800
Fax: (416) 961-8822
Website: www.oct.on.ca

SCHOOL AND CHILD-CLINICAL PSYCHOLOGY

The School and Child-Clinical Psychology (SCCP) program at OISE/UT is guided by an understanding of the child based on four core factors. First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them. Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development. Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development. Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty associated with the SCCP program believe that an understanding of and intervention with children involves consideration of these four factors.

The SCCP program provides theoretical and professional training in preparation for psychological work with children in school, clinic, private practice, and research settings. The program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families. The M.A. in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The Ph.D. in SCCP is designed to meet the academic requirements for registration as a psychologist.

Three basic beliefs are shared by the faculty and permeate all aspects of our teaching. First, we believe that a solid foundation in developmental psychology and education of exceptional learners are crucial aspects of the training of school and child clinical psychologists. Therefore, our program reflects a mix of courses and training opportunities which are specifically designed for students in school and child clinical psychology and classes which they may share with students who are majoring in other aspects of human development and education. Second, the intent of the program is to train scientist-practitioners, for whom practice informs research and research informs practice. Consequently, students are expected to becom closely involved in the research of one or more members in the department. Third, we believe that an integrated understanding of the child involves the skills and knowledge domains of both school and child clinical psychologists. Therefore, our goal is for our students to becom competent in both areas of psychology.

MASTER OF ARTS

The M.A. program is intended to meet the academic requirements for registration as a psychological associate. The focus of the program is applied, with a practicum experience of approximately 250 hours.

Admissions Requirements

Admission to the M.A. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology, or its equivalent defined as six full courses in psychology, including one half-course in research methods and at least three full courses at the third and fourth year level. The usual admission standard is standing equivalent to a University of Toronto A- or better. Applicants who have at least three years of successful post-bachelor's relevant professional experience may be admitted with slightly lower standing if they can document to the satisfaction of the admissions committee that they can meet the standards of the program in terms of research and applied work. Most applicants will have evidence of relevant professional experience. Applicants are requested to submit, in addition to the required letters of recommendation, a letter of recommendation from an applied setting.

Program Requirements

The M.A. program is comprised of 10 half-courses and a thesis and is normally undertaken on a full-time basis. Required courses (to be taken in the first year of program) are:

HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology
HDP1220	Introduction to School Psychology
HDP1236	Psychopathology for School and Child-Clinical Practice
HDP1285	Psychology and Education of Children with Learning Disabilities

Required courses (to be taken in the second year of the program) are :

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
HDP1218	Seminar and Practicum in Assessment.

For students who have not taken a previous child development course in their undergraduate program, HDP1201 (Child and Adolescent Development) must be taken. For students who have not taken a third or fourth year statistics course as part of their undergraduate program, CTL2004 (Elements of Statistics) must be taken.

There are also required courses within the areas of child development, and assessment and intervention in school and child-clinical psychology.

DOCTOR OF PHILOSOPHY

Like the master's program above, the Ph.D. program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of this program would assume positions of greater professional and administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. program is intended to meet the academic requirements for registration as a psychologist.

Admission Requirements

Admission to the Ph.D. program normally requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent and an OISE/UT M.A. in School and Child-Clinical Psychology or its equivalent. The usual admission standard is standing equivalent to a University of Toronto A- or better (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the master's program was not equivalent to the OISE/UT M.A. in School and Child-Clinical Psychology, the student may be required to take additional courses to receive equivalent training.

Note that continuation from the M.A. to the Ph.D. program is not automatic; graduates from the M.A. program are considered each year in a pool with all other applicants to the program.

Program Requirements

The Ph.D. program is comprised of eight half-courses (including a practicum course), a comprehensive examination, a doctoral dissertation and an internship, and is normally undertaken on a full-time basis. Students are expected to complete the comprehensive examination before the end of their required period of full-time study. Students should consult the Internship Coordinator to arrange their internships. Students shall refer to the Practicum and Internship Policy and Procedural Manual for a description of the evaluation processes and criteria for practicum and/or internship placements. The required course (to be taken in the first year of program) is HDP3241 (Seminar and Practicum in Assessment and Intervention with Children). There are also required courses within the areas of psychological assessment and intervention, cognitive/affective foundations of psychology, social foundations of psychology, advanced research methods, biological foundations of psychology, and history and systems of psychology.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as psychologists and psychological associates in Ontario. The M.A. in School and Child-Clinical Psychology is designed to meet the academic requirements for registration as a psychological associate. The Ph.D. in School and Child-Clinical Psychology is designed to meet the academic requirements for registration as a psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

For more information contact:

The Registrar
College of Psychologists of Ontario
1246 Yonge Street, Suite 201
Toronto, Ontario M4T 1W5
Telephone: (416) 961-8817
Fax: (416) 961-2635
e-mail: cpo@cpo.on.ca

COURSES

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year.

A course is identified with this department when the prefix is HDP. Numbers 12, 22 and 42 denote a master's level course, while numbers 32 and 52 denote a doctoral level course.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
J. Astington, A. Biemiller, M. Lewis and staff

HDP1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventative and remedial phases of mental health are examined.
Staff

HDP1204H Cognitive and Cognitive-Behavioural Interventions for Children and Adolescents

This course will provide an overview of cognitive-behavioural approaches used with children and adolescents for the remediation of skill deficits associated with social relationship difficulties, impulsivity, depression, aggression and anxiety. Social skills training, self-management and problem solving therapies will be critically discussed. The course will have a practicum component to provide students with the opportunity to practice their assessment and intervention skills with children or adolescents experiencing classroom difficulties.
J. Ducharme

HDP1206H Proseminar in Human Development and Applied Psychology

The first part of the course includes a brief introduction to the history and basic ideas of cognitive and emotional development, including cognitive, educational, and clinical applications. This is followed by faculty members of the department explaining how their research is conceived, designed, and analysed. Students work individually and collaboratively on critical thinking in psychology, on how to understand published psychological research, as well as on designing, analysing, and writing up their own research projects.
K. Oatley

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology

This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semi-structured interviews) as well as their rationales and the implications of their use. The four main statistical methods of analysis - chi square, analysis of variance, correlation, and regression - will be reviewed and applied to specific pieces of research. The preparation and writing of a dissertation proposal will be addressed.
K. Oatley and K.E. Stanovich

HDP1211H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.
J. Hardacre and staff

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles to psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-III, WPPSI-R, WAIS-III, WIAT, K-TEA, WRAT-3) which is evaluated through review of completed test protocols and videotaped test administrations.
Pre-requisite: This course is limited to students in the School and Child-Clinical Psychology program and is a co-requisite with course HDP1216.
M. Peterson-Badali, T.W. Humphries, J. Wiener, and D.M. Willows

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Child-Clinical Psychology program who have completed course HDP1215.
M. Peterson-Badali, T.W. Humphries, J. Wiener, and D.M. Willows

HDP1217H Advanced Behaviour Management in Therapy and Education

This course provides an overview of current behaviour therapy approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in educational and residential settings. A conceptual model of behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.
J. Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and evaluates the development of the student's clinical skills, (assessment and intervention) at the Master's level with children in the practicum placement. Placements are in school and clinical settings. Seminar focus is on specific problems and issues related to clinical practice.

NOTE: School and Child-Clinical Psychology students only, ordinarily in the second M.A. year. Students are expected to consult with the Internship Coordinator to arrange a practicum placement.

Pre-requisite: HDP1220 or equivalent.

Staff

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Practice, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and multicultural issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practised with a variety of case examples in the context of small- and large-group discussion.

(offered jointly with Adult Education, Community Development and Counselling Psychology)

M. Peterson-Badali and staff

HDP1220H Introduction to School Psychology

This course is intended to provide students in School and Child-Clinical Psychology with a grounding in conceptual and policy issues and an introduction to prevention and intervention approaches used by psychologists in the educational system. Students will apply the principles discussed in the seminar in a practicum placement.

NOTE: School and Child-Clinical Psychology students only, ordinarily taken in the first year of the School and Child-Clinical M.A. program.

J. Wiener

HDP1221H Seminar and Practicum in School Psychology: Part II

Further examination and discussion of professional relations in school models of psychological service delivery, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week.

NOTE: School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.

Prerequisites: HDP1219H and HDP1220H

S. Miezitis and O. Weininger

HDP1222H Approaches to Psychotherapy with Children and Adults

This course introduces the major theories of psychotherapy with children and adults including: cognitive-behavioural, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.

C.R. Musselman and staff

HDP1223H Depression in the Schools: Assessment, Prevention, and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.

S. Miezitis

HDP1224H Atypical Development of Human Relationships in Early Childhood

In this course we consider atypical emotional and behavioural development in early childhood in the context of children's family and social relationships. We examine the role of the family in the emotional development of children including the attachment system, parent-child relationships, children in the context of the parental marriage, and sibling relationships.

J. Jenkins and staff

HDP1225H Practicum in Diagnostics and Psychotherapy
A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.
NOTE: This course is limited to students in the School Psychology program who have completed HDP1216. Permission of instructor is required.
Staff

HDP1226H Selected Problems in Educational Psychology
Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

HDP1230H Assessment of Infants and Preschool Children
This course will cover the assessment of young children's cognitive, emotional, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to some Piagetian and clinical techniques. General principles of assessment and report writing will be included. Students will do a practicum.
M. Lewis and staff

HDP1231H School-Based Social Competence Promotion
Concepts of social competence emerging from several theoretical perspectives are critically surveyed. The role of school psychologists in promoting social development is emphasized. The practicum provides experience either in the implementation of social skills training in schools or in the refinement of research in this area. Prerequisite: Permission of the instructor.
J. Wiener and staff

HDP1233H Cognition, Development and Education
This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of concern as reading and learning from texts, mathematical competence, learning in the sciences and social studies, problem-solving, motivation, and teaching practices.
NOTE: Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
D.R. Olson and staff

HDP1234H Foundations of Cognitive Science
This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D.R. Olson and staff

HDP1236H Psychopathology for School and Child-Clinical Practice
In this course we look at the classification and epidemiology of psychological disorders of childhood.
NOTE: This course is intended only for students in the School and Child-Clinical Psychology program, all others require permission of the instructor.
J. Jenkins and staff

HDP1237H Cognitive Development and Instruction
This course will cover the core issues in cognitive development from several theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Intervention and instruction will be related to developmental issues.
R. Case, M. Lewis and staff

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level
A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Fall/Winter Session and Summer Session timetables.
Staff

HDP1241H Outcomes of Early Education and Child Care
This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of

intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. Biemiller, J. Hardacre and staff

HDP1249H Emotional Development
This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, representation, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
M. Lewis and staff

HDP1255H Systemic Family Therapy for School and Child-Clinical Practice
The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and child-clinical psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.
NOTE: This course is normally limited to students in the School and Child-Clinical Psychology program. Others by permission of the instructor.
J. Jenkins and staff

HDP1256H Child Abuse: Intervention and Prevention
An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.
R. Volpe and staff

HDP1259H Child and Family Relationships - Implications for Education
This course has a dual focus: consideration of theory/research related to child-parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
J. Jenkins, C. Corter and staff

HDP1260H Children, Psychology and the Law
A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, Special Education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.
NOTE: This is not intended as a law course, but to acquaint psychology practitioners with relevant legal issues.
M. Peterson-Badali and staff

HDP1265H Social Development in Infants and Children
This course examines the child's social development from infancy to middle childhood. Major topics include the nature of human sociality; neonatal and infant sociality (empathy, bonding, attachment, interactive play, etc.); egocentricity vs sociocentricity in early childhood; mythic structure of children's television; enculturation to the folkways and values of elementary school; children's conversations.
Staff

HDP1270H Children's Theory of Mind
The course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and examines some theoretical explanations of children's understanding of the mind.
J. W. Astington

HDP1272H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.

This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education and M.Ed. students in HDAP. Others must seek the permission of the instructor to register.

J. Hardacre

HDP1273H Psychology of Disability and Empowerment

This theoretical and practical course is intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability", "impairment", "integration", "professionalism", and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.

P. Lindsay

HDP1274H Research Planning in Human Development and Applied Psychology

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in human development and applied psychology.

P. Lindsay, C.R. Musselman, and E. Geva

HDP1277H Seminar and Practicum in Applied Developmental Psychology

Examination and discussion of professional ssues, activities, and relations associated with the practice of applied developmental psychology in a variety of settings, including the school system, community mental health centres and literacy programs, early childhood education settings, and special needs offices at the post secondary level. The course includes a practicum that will provide experience and the opportunity to discuss strategies for applying principles of developmental psychology in different settings, professional consultation and collaboration, program modifications and the design of treatments based on psychological principles, case conferencing skills, and ethical consideration.

T. Humphries

HDP1279H Prevention and Intervention in Human Development

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.

R. Volpe and staff

HDP1281H Psychology and Education of Children and Adults with Developmental Handicaps

The identification and etiology of developmental delay and the intellectual/social development of developmentally delayed people. Issues of inclusion and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.

Staff (offered as required)

HDP1282H Psychology and Education of Deaf Children

Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.

C.R. Musselman (offered as required)

HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.

NOTE: This course is intended primarily for Child Study and Education students, those in the

Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Child-Clinical students in HDAP. Others must seek the permission of the instructor to register.
J. Wiener and staff

HDP1285H Psychology and Education of Children with Learning Disabilities

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Child-Clinical students in HDAP. Others must seek the permission of the instructor to register.
T.W. Humphries and J. Wiener

HDP1286H Psychology and Education of Adolescents and Adults with Learning Disabilities

Psychological and educational characteristics of adolescents and adults with learning disabilities with an emphasis on the interplay between constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Current intervention approaches used in educational, community, and work settings will be critically evaluated.
J. Wiener, U. Shafrir and staff

HDP1290H Psychology and Education of Autistic Children

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
Staff

HDP1297H Biological Foundations of Atypical Development

This course will focus on what is currently known regarding the various biologically based conditions responsible for atypical development. A framework for examining etiology of handicapping conditions will be offered and an overview of both the implications of nature and nurture in the development of atypical children. Particular emphasis will be placed on genetic syndromes and pre- and perinatal insult and its ramifications. Both etiology and characteristic profiles will be discussed for all conditions. Literature reviews will provide students with an understanding of the educational interventions and implications of particular biologically based disabilities, with particular emphasis on intellectual disabilities.
T.W. Humphries and staff

HDP1299H Language Assessment and Intervention

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. Musselman and staff

HDP2200H Child Study: Observation, Evaluation and Reporting

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
C. Corter and staff

HDP2201Y Childhood Education Seminar

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
J. Hardacre and staff

HDP2202H Childhood Education Seminar II: Advanced Teaching
This seminar will provide for discussion of topics and issues that emerge during students' internships (Advanced Teaching Practica I and II).
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
R. Volpe and staff

HDP2210Y Introduction to Curriculum
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
Staff

HDP2211H Theory and Curriculum I: Language and Literacy
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from infancy onwards, and of the differences between oral and written language.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
J.W. Astington and staff

HDP2212H Theory and Curriculum II: Math and Science, Children's Epistemologies
A detailed study of the design, implementation, and evaluation of the elementary curriculum in he area of science and mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly he ways in which implicit knowledge becomes explicit, and naive theories become formalized.
NOTE: This course is normally open only to tudents in the M.A. in Child Study and Education program.
R. Case and staff

HDP2220Y Teaching Practicum (Pass/Fail)
Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
J. Hardacre and staff

HDP2221H Advanced Teaching Practicum I (Pass/Fail)
Second year Child Study and Education students carry out two internship placements, each lasting eight weeks. Internships may be in classes from preschool through grade six. Through these internships students consolidate teaching skills under the supervision of a mentor teacher on site and a staff member from the Institute of Child Study. Each internship provides a total of 176 practicum hours.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
Staff

HDP2222H Advanced Teaching Practicum II (Pass/Fail)
Description as for HDP2221.

HDP2230H Designing Educational Programs
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
A. Biemiller and staff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP3200H Research Proseminar on Human Development and Education

The purpose of this course is to introduce students to basic ideas in human development, psychology and education, with an emphasis on applications. Faculty members or outside speakers will explain how their work is conceived, designed and analyzed. The aim of this course is to expose students to a breadth of approaches and problem areas, and to encourage students to consider research from a multiplicity of perspectives. Through readings assigned by the presenters, attendance at the HDAP bi-weekly colloquia, various assignments and classroom discussion, the course is intended to develop an appreciation of the broad range of topics undertaken by researchers in human development and psychology, help new Ph.D. students to become aware of alternative conceptual frameworks, and encourage students to be creative and open-minded as they develop their own research ideas.
E. Geva, D. Keating, M. Lewis and K. Oatley

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.
R. Volpe

HDP3202H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in HDP1216H, HDP1220H, and HDP1221H. In addition, students will undertake advanced consultative and research projects involving th broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.
Prerequisites: HDP1216H, HDP1220H, and HDP1221H.
S. Miezitis and O. Weininger

HDP3203H Recent Advances in Children's Theory of Mind

The course assumes that students have an overview of children's developing theories of mind and focuses on particular research issues in the area. Different issues will be considered each time the course is offered, reflecting current concerns from different research perspectives, such as autism, infancy, epistemology. The course also considers how theories of mind might have developed during evolution and assesses different theoretical explanations of children's understanding of the mind. Prerequisite: HDP1270 or permission of the instructor.
J.W. Astington and staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counsellin developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understandi research and practice issues.
R. Volpe

HDP3206H Research Seminar in Development in Early Childhood

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behaviour. Normal attachment development is studied with a view recognizing deviations from it, and research literature focusing on this early period is explored with particular emphasis on attachme theory.
O. Weininger

HDP3208H Research Seminar in Adolescent Development
This course focuses on the distinguishing characteristics of development during the adolescent years, as depicted in evolving psychological theory and current research. Broad themes will include adolescent thinking, self concept and identity formation, social and personal relationships, moral development and values acquisition, health and sexuality, and the role of gender and culture in shaping adolescent experience; specific topics will depend, in part, on the expressed interests of students. The course is intended primarily for students developing their own research agendas, but it is also relevant to those working with adolescents in educational and clinical settings.
M.L. Arnold

HDP3209H Psychology of Language and Literacy
This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of inguistic processes in thinking and instruction. Prerequisite: Permission of instructor.
D.R. Olson and staff

HDP3210H Research Seminar in Social Psychology in Education
Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves wo persons or more. Examples are drawn from eacher-student, counsellor-client, and parent-child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas. NOTE: Open to doctoral students only.
Staff

HDP3220H Analysis of Learning Tasks
A general introduction to problems of nstructional design, viewed within an nformation-processing framework. Brief training s given in both classical (hierarchical) and modern (process-structural) approaches to task nalysis. Each time it is offered, the course ocuses on a different instructional problem.
C. Bereiter

HDP3226H Advanced Research Methods and Thesis Preparation in Human Development and Applied Psychology
This course focuses on current research and methods in human development and applied psychology, including experimental, differential, developmental, and intervention approaches. There is a special emphasis in this advanced course on multivariate approaches to developmental research. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion. Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.
D. Keating

HDP3229H Cognition and Emotion in Development
After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis, R. Case and staff

HDP3230H Understanding Narrative
In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one nineteenth-century novelist, a case history of Sigmund Freud, a short novel by modernist writer,Virginia Woolf, and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
K. Oatley and staff

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.

K. Oatley and C. Musselman

HDP3237H Recent Advances in Cognitive Development and Education

This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviours will be related to underlying changes in cognitive structures and processing.
Prerequisite: HDP1237 or its equivalent, or permission of instructor.

R. Case, M. Lewis and staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP1238.

Staff

HDP3240H Advanced Socio-Emotional Assessment Techniques

An advanced course in assessment of socio-emotional functioning including standardized and projective assessment techniques.

Staff

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and evaluates the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are in schools and clinical settings. Seminars focus on specific problems and issues related to clinical practice.
NOTE: School and Child-Clinical Psychology students only, ordinarily in the first year of the doctoral program. Students should arrange their practicum placements with the Internship Coordinator in the year prior to taking this course or as soon as they are accepted into the program.

Staff

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.

Staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context fo evaluating educational efforts to foster critical thinking.

K.E. Stanovich and staff

HDP3286H Developmental Neuropsychology

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.

Staff

HDP3287H Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in

cognitive science - parallel distributed processing (PDP) - as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in Human Development and Applied Psychology.
P. Lindsay

HDP3292H Psychoeducational Assessment: Advanced Level

Students employ a combination of formal psychological and educational testing and ecological and dynamic assessment approaches to assess children and adults referred to the OISE/UT Counselling and Psychoeducational Clinic because of learning problems. Psychoeducational assessment is conceptualized as embedded in a counselling process wherein the contributions of clients, parents, and teachers are included in the diagnostic formulation; the goal is to enable them to achieve greater understanding of the nature of the learning problems and effective intervention approaches.
NOTE: This course is intended for doctoral students in School and Child-Clinical Psychology. Others by permission of the nstructor.
Prerequisite: HDP1216 or HDP4271 or HDP4292, or equivalent, and permission of instructor.
J. Wiener and staff

HDP4271Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a heory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers.
NOTE: This course is normally limited to students in School and Child-Clinical Psychology and to students in the interdepartmental specialization in Adaptive Instruction and Special Education. Permission of the instructor s required.
D.M. Willows and staff

HDP4275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main-streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay and staff

HDP4280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations. This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Child-Clinical students in HDAP. Others must seek the permission of the instructor to register. This course is not appropriate for students who already have a background in special education.
C. Musselman, J. Wiener, P. Lindsay and staff

HDP4283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

HDP4287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers to use in the school setting. A variety of classroom-based strategies including school-wide prevention programs, social skills training, social problem solving programs and life space interviewing will be discussed and evaluative research on these approaches will be analysed.
J. Wiener and staff

HDP4288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and

remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.
U. Shafrir

HDP4291H Special Topics in Adaptive Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

HDP4292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T.W. Humphries, and J. Wiener

HDP4293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, C.R. Musselman, and U. Shafrir

HDP4295H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP5280H Advanced Research Planning in Human Development and Applied Psychology

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva and K.E. Stanovich

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language and multicultural contexts experience learning difficulties. The course covers topics such as cross-linguistic assessment of cognitive and educational functioning, linguistic and communicative development, and communication with parents. Through readings, classroom discussion, case studies and hands-on experience, the course is intended to help students become better aware of the complexity of cognitive, linguistic and affective issues involved in assessment and intervention of individuals in culturally diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and remediation practices.
E. Geva

HDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not

included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.
Staff

JPX1001Y Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
(Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology)
C. Corter (Coordinator)

NOTE: The following courses may be accepted for credit in the Department of Human Development and Applied Psychology. For course descriptions please see the relevant department's course listing.

CTL1003	Language Arts in Primary Education
CTL1004	Reading and Language Comprehension
CTL1400	Classroom Adaptation and Instructional Strategies
CTL1401	The Resource Consultant: Skills in Classroom Consultation (credit/no credit)
CTL1803	Research Seminar in Reading
CTL1880	Analysis of Instruction
CTL1921	Computer-Supported International Learning Environments
CTL3017	Reading in a Second Language

SOCIOLOGY AND EQUITY STUDIES IN EDUCATION

SOCIOLOGIE ET ÉTUDES DE L'ÉQUITÉ EN ÉDUCATION

(SESE)

The Department of Sociology and Equity Studies in Education offers a full range of areas of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas of study offer students general training in Sociology in Education with an emphasis on equity issues. Particular focus areas include:

1. Critical anti-racism studies
2. Critical pedagogy and cultural studies
3. Feminist studies and gender relations in education
4. Policy and practice in education
5. Political economy of education.

Faculty participate in several related interdepartmental specializations, collaborative programs and research centres, as well as the Midnorthern Centre in Sudbury, and the OISE/UT initial teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of the department.

GENERAL INFORMATION

- For information about application procedures an
forms contact:
OISE/UT Registrar's Office,
Graduate Studies Admissions Unit, Room 485
Telephone: (416) 923-6641 ext. 2663/2664
e-mail: gradstudy@oise.utoronto.ca

- For information about registration contact:
Lynn Romero, Liaison Officer, Registrar's Offic
Graduate Studies Registration Unit, Room 485
Telephone: (416) 923-6641 ext. 2430
lynn_romero@oise.utoronto.ca

ACADEMIC INFORMATION

For further information on academic programs, contact:
Kristine Pearson, (416) 923-6641 ext. 2292
kpearson@oise.utoronto.ca
OR
Paul Olson, (416) 923-6641 ext. 2287
polson@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/sese

CHAIRPERSONS AND COORDINATING FACULTY OF THE DEPARTMENT

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, and Chairperson of the Department
political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Kari Dehli, Ph.D. (Toronto)
Associate Professor, and Associate Chairperson of the Department
feminist studies in education and educational policy; historical sociology and cultural studies; politics; power and subjectivity)
karidehli@oise.utoronto.ca

C. Paul Olson, M.A. (Princeton)
Graduate Studies Academic Secretary, to whom program inquiries for this Department should be directed
Associate Professor
social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)
polson@oise.utoronto.ca

Edward B. Harvey, Ph.D. (Princeton)
Coordinator of Ed.D. program, to whom inquiries should be directed
Professor, jointly-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
studies of educational systems and the labour market; applied social research and policy analysis; employment equity)
eharvey@oise.utoronto.ca

FACULTY

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed to the Department of Theory & Policy Studies in Education
gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice; sociology of education; higher education)
sacker@oise.utoronto.ca

Stephen Anderson, Ph.D. (Toronto)
Associate Professor
(planned educational change, school improvement, teacher development, program evaluation)
stephen_anderson@oise.utoronto.ca

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor, jointly-appointed to the Department of Curriculum, Teaching and Learning and the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; sociology and history of special education; inclusive education)
nbelanger@oise.utoronto.ca

Kathy Bickmore, Ph.D. (Stanford)
Assistant Professor, jointly-appointed from the Department of Curriculum, Teaching and Learning
(conflict and conflict resolution; social studies/geography; cross-cultural and comparative education; politics/social foundations of education for democracy/equity)
kbickmore@oise.utoronto.ca

Dwight Boyd, Ed.D. (Harvard)
Professor, cross-appointed from the Department of Theory & Policy Studies in Education
dboyd@oise.utoronto.ca

George E. Burns, Ed.D. (Toronto)
Head of the Midnorthern/Northeastern Centre, Sudbury
Associate Professor
(Aboriginal issues in education; policy, system and change process analysis with particular emphasis on relevance, equity, and excellence in education pertaining to Aboriginal children, youth and adults; critical pedagogy; school and community relations and development; student deviance)
gburns@oise.utoronto.ca

George J. Sefa Dei, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges; political ecology; ethnography)
gdei@oise.utoronto.ca

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology and University College, and Director, Institute for Women's Studies and Gender Studies, New College, University of Toronto
(feminist methodology; sustainability and social equity; family policy; new reproductive technologies; feminist eco-sociology)
meichler@oise.utoronto.ca

Laara Fitznor, M.Ed. (Manitoba)
Lecturer, cross-appointed from the Department of Adult Education, Community Development and Counselling Psychology
(Aboriginal education: culturally relevant curriculum development and integration of Aboriginal perspective in education)
lfitznor@oise.utoronto.ca

Michael Fullan, Ph.D. (Toronto)
Professor and Dean
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)
michael_fullan@oise.utoronto.ca

Monica Heller, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)
mheller@oise.utoronto.ca

Judy Iseke-Barnes, Ph.D. (Alberta)
Assistant Professor
(culture and technology; cyberspace; cultures of educational settings; postcolonial, anti-racist and feminist studies of education; Aboriginal education)
jisekebarnes@oise.utoronto.ca

Helen Lenskyj, Ph.D. (Toronto)
Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)
hlenskyj@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Associate Professor
(race and gender relations; feminist and anti-racist pedagogies; community-state relations; phenomenology of the body)
rng@oise.utoronto.ca

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to the Department o Theory & Policy Studies in Education
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)
rrpierson@oise.utoronto.ca

Sherene H. Razack, Ph.D. (Toronto)
Associate Professor
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)
srazack@oise.utoronto.ca

Kathleen Rockhill, Ph.D. (California at Berkeley)
Professor
(feminist, postmodern, and cultural studies; theories as applied to the study of disability, race and sexuality; qualitative and autobiographically-based inquiry)
krockhill@oise.utoronto.ca

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department o Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)
dsmith@oise.utoronto.ca

ASSOCIATED INSTRUCTOR

Wallace Seccombe, Ph.D. (Toronto)
(historical sociology; family studies; marxist political economy; gender and generational relations in comparative perspective)
wseccombe@oise.utoronto.ca

DEPARTMENTAL FOCI

Faculty and student research and interests represent a variety of approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below as well as in the Interdisciplinary and Interdepartmental Foci and Collaborative Programs. Students are not required to stay within a single focus when selecting courses.

Critical Anti-Racism Studies

Relevant Courses: any SES courses listed in the 1920-1949 or 3910-3919 range, SES1952 SES1954, SES1956, SES1981, SES1983, SES1985 and SES3921; TPS1442 and TPS1461. Courses listed under this program provide students with an *integrative* view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production.

In the 1996/97 academic session, the Department established the **Centre for Integrative Anti-Racism Studies (CIARS)** which brings together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university in a pursuit of social justice. The mandate of CIARS, namely, the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education, defined as how individuals and communities come to know the world and act within it. Students and faculty working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism, and heterosexism. Faculty include: Dwight Boyd, Kari Dehli, George Dei, Helen Lenskyj, Roxana Ng, Ruth Pierson, Sherene Razack, and Kathleen Rockhill.

Critical Pedagogy and Cultural Studies

Relevant courses: SES1956 (core course), any courses listed in the SES 1950-1979 or 3920-3929 range, SES1907, SES1911, SES1920, SES1921, SES1922, SES1924, SES1982, SES2911, SES2943, SES3931, SES3940 and SES3943. Critical inquiry into the roles played by educational institutions in producing and maintaining cultures, symbolic dominance, and social inequalities; and analyses of alternative teaching materials and pedagogies intended to address and transform domination and inequality. Related courses are offered in the departments of Adult Education, Community Development and Counseling Psychology (AECDCP); Curriculum, Teaching and Learning (CTL); and Theory & Policy Studies in Education (TPS). Faculty include: Nathalie Bélanger, Kathy Bickmore, George Burns, Kari Dehli, George Dei, Laara Fitznor, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, David Livingstone, Roxana Ng, Paul Olson, Sherene Razack, and Kathleen Rockhill.

•Feminist Studies and Gender Relations in Education

Relevant courses: SES1981 (core course for this focus) and SES1987 (core course for the M.Ed. in Gender Equity), any course listed in the SES 1980-2009 or SES3930-3939 range, SES1909, SES2910, SES2914, SES2915, SES3944 and SES3952. Also relevant: TPS1439. Gender studies in the family, school, and workforce; feminist practice; gender, class, race, language, and cultural and biological reproduction; social history of women and women's education; feminism and feminist historiography. Note that other courses offered by feminist faculty, but not listed in this focus, may be taught from a feminist perspective. Faculty include: Sandra Acker, Dwight Boyd, Kari Dehli, Margrit Eichler, Edward Harvey, Monica Heller, Helen Lenskyj, Roxana Ng, Ruth R. Pierson, Sherene Razack, Kathleen Rockhill, and Dorothy Smith.

•Policy and Practice in Education

Relevant courses: Any SES course listed in the 2910-2939 and 3940-3949 range, SES1900, SES1902, SES1905, SES1920, SES1922, SES1950, SES1951, SES1953, SES1982, SES1988, SES2943, SES2999 (section L7331) and SES3932. A variety of sociological and methodological approaches concerned with equity in education; teachers' work; the relationship between theory and practice; and the interface between social diversity, legislation, policy, research, and education practice (e.g., policy analysis; planned educational change policies and practices; organizational and community development; and observations, issues and concerns of multiple stakeholders, including students, parents, educators and those involved in other social institutions, reflecting both diversity and diversity of interests in their communities). Faculty include: Sandra Acker, Stephen Anderson, Nathalie Bélanger, Kathy Bickmore, George Burns, Kari Dehli, Margrit Eichler, Michael Fullan, Edward Harvey, David Livingstone, Roxana Ng, Paul Olson, and Dorothy Smith.

•Political Economy of Education

Relevant courses: SES2941 (core course), any course listed in the SES2940-2969 or SES3950-3969 range, SES1907, SES1910, SES1920, SES1922, SES1924, SES3943; AEC1148, AEC1156, AEC1158, AEC3113; and CTL6000. This focus addresses critical theories and methods for understanding political and economic forces associated with educational change. Central themes include: social class, race, gender and generation influences on learning practices and opportunities; changes in labour markets, labour processes and training programs; general relations between learning and paid/unpaid work; the role of the state in education; school and community relations; women's labour and economic development; problems of underemployment and the future of work. This focus is closely related to the interdepartmental research focus in Learning and Work. Faculty include: David Livingstone (coordinator), George Burns, Kari Dehli, George Dei, Roxana Ng, Paul Olson, and Dorothy E. Smith.

INTERDISCIPLINARY RESEARCH FOCI

The following foci are fully described in the Graduate Interdisciplinary Research Foci section, pages 205 - 208.

•Études en Français

Le Département de sociologie et d'études de l'équité en éducation participe à un programme de cours à distance intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, dont la langue d'enseignement est le français. Ce programme multidisciplinaire mène au diplôme de M.Ed. La clientèle étudiante de Toronto peut aussi suivre ces cours. Vous trouverez ci-dessous la description en français des cours de sociologie qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique "Études en français" (voir page 206).

•Critical Pedagogy and Cultural Studies

See the Graduate Interdisciplinary Research Foci section, page 205.

•Learning and Work

See the Graduate Interdisciplinary Research Foci section, page 207.

INTERDEPARTMENTAL SPECIALIZATIONS

The following specializations are fully described in the Interdepartmental Specialization section, pages 200 - 204.

•Aboriginal Education

A number of faculty in Sociology and Equity Studies (SESE) as well as Adult Education, Community Development and Counselling Psychology (AECDCP); and Curriculum, Teaching and Learning (CTL) have an interest in native education. SESE faculty interested in this focus are: George Burnes, Laara Fitznor, Judy Iseke-Barnes, and Paul Olson.

For more information on this area of interest as i pertains to SESE, contact:

Judy Iseke-Barnes
Telephone: (416) 923-6641 ext. 2725
Fax: (416) 926-4751
e-mail: jisekebarnes@oise.utoronto.ca)
OR
Dr. George Burns, Head
Midnorthern/Northeastern Centre
Sudbury, Ontario P3C 3E9
Telephone: (705) 674-8442
Fax: (705) 671-1582
e-mail: gburns@oise.utoronto.ca

•Gender Equity in Education

This interdepartmental specialization focuses c the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part (the student's main program within the Department of Sociology and Equity Studies in Education. One course on Gender Equity in th Classroom is required. Two other courses are t be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization.

COLLABORATIVE PROGRAMS

Collaborative Environmental Studies Program

Master's level students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Master of Education in Environmental Studies program. For complete details on the program, please see page 197. Margrit Eichler is the contact person in the Department of Sociology and Equity Studies in Education.

Comparative, International, and Development Education

This focus is fully described in the section on the Collaborative Graduate Degree Programs, pages 198 - 199. Relevant courses: CTL6000 (core course offered in the Department of Curriculum, Teaching and Learning can be counted for Sociology and Equity Studies), SES1922, SES1924, SES3941, and SES3950. Faculty include: Stephen Anderson, George Burns, George Dei, David Livingstone, Paul Olson and Joseph Farrell (Curriculum, Teaching and Learning).

Women's Studies (GWS)

The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Collaborative Graduate program in Women's Studies (GWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 199 of this *Bulletin* and from the School of Graduate Studies Calendar.

DEPARTMENTAL PROGRAMS

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. Degree may be pursued on a full-time or part-time basis under either Option II (eight half-courses and a Major Research Paper (MRP) or under Option III (six half-courses and a thesis). The M.A. degree may be pursued full-time or part-time and requires a thesis. Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination. Note that although Ed.D. students may begin their studies on a part-time basis, they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed. Ph.D. students must maintain full-time status throughout their degree program. (See Minimum Admission, Program and Degree Requirements section, pages 25 - 32.)

The number of courses which must be taken in the department will vary by the type of program (Ph.D., M.Ed., etc.). The minimum number of half courses which must be taken in SESE is listed in the table below. Students are free to take all their courses within the department but may also take courses in other OISE/UT departments, elsewhere in the University of Toronto School of Graduate Studies, or - with permission - at another accredited university graduate program.

Program	Total # of courses required	Minimum # of courses in SESE required
M.Ed.	6 half-courses 8 half-courses 10 half-courses	3 half-courses 4 half-courses 5 half-courses
M.A.	6 half-courses 8 half-courses 10 half-courses 12 half-courses	4 half-courses 4 half-courses 5 half-courses 6 half-courses
Ed.D.	8 half-courses 9 half-courses 10 half-courses 12 half-courses	4 half-courses 5 half-courses 6 half-courses 6 half-courses
Ph.D.	6 half-courses 8 half-courses 10 half-courses 12 half-courses	4 half-courses 6 half-courses 8 half-courses 8 half-courses

The Department offers courses off-campus as well as in distance mode to serve students in localities outside Toronto. Off-campus students typically complete their program by enroling in courses on-campus during the summer and/or by enroling as full-time students during a Fall Session and a Winter Session, consecutively. Information about off-campus and on-campus courses to be offered in the 1999 Summer

Session and the 1999 Fall Session and 2000 Winter Session will be noted in the "Graduate Studies Course Schedule", available from the Registrar's Office, Graduate Studies Registration Unit, OISE/UT.

Incoming students in all programs should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE/UT. Although there are no required courses, it is recommended that new students take SES1906H. Master's level students are strongly encouraged to take a methods course at the SES1900 or SES2900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1904.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assigned to the student upon admission)
- a supervisor (to be selected by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments
- course outlines and evaluations
- professional development sessions
- the Sociology and Equity Studies Handbook — please consult the Handbook under Academic Requirements which includes information about departmental and OISE/UT organization, facilities, and resources. The Handbook is distributed by the department at its orientations and is available from departmental staff
- regular departmental e-mail mailings through soc-list.

DEPARTMENTAL ADMISSION REQUIREMENTS

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months professional experience. Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study, as will M.A. candidates without a four-year bachelor's degree.

NOTE: For further information, contact the department to see M.A./Ph.D. Admissions Policy I & II.

In addition to the general requirements for admissibility as outlined in the Minimum Admission, Program and Degree Requirements section (pages 25 - 32), applicants are required to submit the following:

a) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program here in the Department;
b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked;
c) at least one sample of written work in the social sciences

Incomplete applications may be subject to processing delays or rejection.

COURSES

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral programs.

Note that the "Graduate Studies Course Schedule", available from the Registrar's Office, Graduate Studies Registration Unit, Room 4-485 will record full descriptions of the 1999/2000 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction to Sociology in Education
An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson

SES1900H Introduction à la sociologie de l'éducation
Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
M. Heller

SES1901H Basic Concepts in Sociology in Education
An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
Staff

SES1902H Introductory Sociological Research Methods in Education
An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
P. Olson

SES1903H Sociological Survey Research Methods in Education
A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
P. Olson

SES1904H Sociological Theory in Education
This course examines classical sociological theory through the works of Marx, Durkheim, and Weber. Beginning with an extensive coverage of the writings of Marx and Engels, discussion in the course will focus on 19th and 20th century social and economic history and the consequences of social thinking as it relates to the history of ideas, the formation of the modern world and the emergence of society as an object of knowledge. Students will be expected to develop critical readings of texts which draw upon the disciplines of philosophy, politics, science and education. Some attention will be given to contemporary Neo-Marxist debates (e.g., Benston, Smith, Althusser, Poulantzas, Laclau, Gramsci, etc.). And to selected problematics in postmodern social thought (e.g., Foucault, Bourdieu, Habermas, Seidman, etc.).
Staff

SES1905H Qualitative Approaches to Sociological Research in Education
This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
S. Acker

SES1906H Theoretical Approaches in Sociology and Equity Studies
The course reviews selected theoretical frameworks drawn in the major foci of the department and concerned with the applications of theory in sociology and equity studies in education. The course will lay a basis for the students' selective participation in departmental foci and will seek to build a critical awareness of their significance in research contexts.
D.E. Smith

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologique
Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre

l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller

SES1907H Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education
This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng

SES1908H Society and Self in the Classroom
The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjoined with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff

SES1909H Eco-Sociology
This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.
M. Eichler

SES1910H The Social Organization of Knowledge
This course focuses on institutional ethnography as a method of inquiry in the social organization of knowledge in sociology. It explores the intersectionality of gender, race and class (among multiple axes of social difference and inequality) in micro and macro sociological settings. Topics to be examined include how power relations are enacted in organizational settings and in international development contexts.
R. Ng

SES1911H Sociologie de l'éducation specialisée
Ce seminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grace à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation specialisée. Cette forme d'éducation, constituée dans le but de répondre aux "besoins" d'élèves désignés comme "spéciaux", eut son heure de gloire à une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation des écoles de langue française en Ontario sera également analysée au regard de cette question.
N. Bélanger

SES1920H Sociology of Minority Groups and Equity in Education
This course reviews the historical development of different forms of inequality (e.g., gender, race, class, ability) in Canada. Based on this review and students' experiences, it explores ways in which these inequalities can be addressed educationally.
R. Ng

SES1921Y The Principles of Anti-Racism Education
The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G.J.S. Dei

SES1922H Sociology of Race and Ethnicity
This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social

and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.
Prerequisite: SES1920H or permission of instructor.
Prerequisite: SES1920H, or permission of instructor.
G.J.S. Dei

SES1923H Racism, Law and Radical Education
This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law. An important activity of the course is the exploration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.
S. Razack

SES1924H Modernization, Development, and Education in African Contexts
An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular educational programs within that process. There is a special emphasis on the impact of the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G.J.S. Dei

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications
This seminar will examine indigenous and marginalized knowledge forms in global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of indigenous knowledge forms; questions of power, social difference, identity, and representation in indigenous knowledge production; the political economy of knowledge production; indigenous knowledge and science education; indigenous knowledge and global knowledge; change, modernity, and indigenous knowledge. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.
G.J.S. Dei

SES1926H Race, Space and Citizenship: Pedagogical Issues
This course will consider how spaces can be analysed to show the operation of multiple hegemonic systems, in particular, how spaces are constituted by and constitute racial and gender hierarchies. A central line of inquiry will be how spaces make the nation state, thus how various systems of domination sustain white nation states and are in turn sustained by them. Some of the specific spaces to be examined include: white suburbs, "ghettoes", red light districts, the spaces of the university and specifically the classroom. We will examine how the structure of citizenship is racialized and gendered, with white male citizens constituted as the original and legitimate citizens and racialized citizens constructed as foreigners within the nation state. National myths and their role in constituting bodies and spaces will be studied, with an emphasis on the making of the Canadian nation state. Throughout the course, the emphasis will be on the pedagogical practices that constitute the nation and its specific spaces.
S. Razack

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.

G.E. Burns

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists. The course offered through Distance Education mode by G.E. Burns will place a particular emphasis on Native issues in education, including greater Native control of Native education; Native advisory committees; the Native trusteeship; Native educational authorities; second level of service; Native inclusiveness, Native relevance, excellence and equity in Native education; and First Nations tuition agreement schooling.

K. Dehli (on campus) and G.E. Burns (off-campus)

SES1951H L'école et la communauté

L'objectif de ce cours est d'explorer la problématique entre l'école et ce que son personnel considère comme "la communauté", en examinant les différentes influences (ex. structure familiale changeante, mouvement des femmes, immigration, standards sexuels et moraux changeants) qui affectent le système scolaire, et comment ces influences ont transformé la nature de l'école.

Membre de la faculté à déterminer

SES1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.

M. Heller

SES1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.

M. Heller

SES1953H Teaching Conflict and Conflict Resolution: Politics and Practice

This seminar applies sociological perspectives to the practical problem of teaching young people (and giving young people opportunities) to handle interpersonal and social conflict. Participants will bring their own experience to bear on the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, school governance, and school social relations. Our focus will be less on "how to" manage conflict resolution education, and more on analyzing where and how various kinds of education about conflict "fit" in (and challenge) the regularized business of schooling. Although our emphasis will be on school-based socialization and opportunities to learn, we will examine the relationships between school experience and other cultural, political, and social-structural influences. The seminar is intended as part of a program of study in Critical Pedagogy and Cultural studies, or Policy and Practice in Education.

K. Bickmore

SES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.

S. Razack

SES1955H Health, Healing and Knowledge of the Body: Education and Self-Learning Processes

This course compares and contrasts how different medical systems conceptualize health, illness and the body, especially biomedicine and traditional Chinese medicine. In addition to readings, physical and meditative exercises and keeping a health journal are required.

R. Ng

SES1956H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.

Staff

SES1957H Theorizing Disability

In this course, we consider how major life debates about euthanasia, abortion, and the uses of drugs and technologies to extend the boundaries of the body and its capacities are related to the social, cultural and spatial conventions and practices that provide the ground of performative possibility in everyday life. Theories of the body, of normalcy, of the subject, and of the production of 'differences' are worked in relation to the category of disability as it is currently being mobilized by disability activists. The disabled body, as an 'unruly' body, serves as a site of disciplinary practices, of social de/valuation and cultural enfreakment, raising central questions for theorizing how some bodies come to matter and others do not.

K. Rockhill

SES1958H Cultural Narratives in Cyberspace

Cyberspace can be defined in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to hegemonic understandings of culture. Issues of identity and cultural politics will be examined in regard to cyberspace interactions. Literature from postcolonial and cultural studies, poststructuralist and feminist orientations will provide theoretical orientations in examining cyberspace.

J. Iseke-Barnes

SES1980H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to

the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler

SES1981H Feminist Scholarship and Education

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
M. Eichler

SES1981H L'éducation et la sociologie de la femme et des rapports entre les sexes

Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants: la socialisation aux rôles déterminées par le sexe, les inégalités d'emploie, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur.
Membre de la faculté à déterminer

SES1982H Women and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker (on-campus) and H. Lenskyj (off-campus)

SES1983H Gender and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
R.R. Pierson

SES1984H Non-sexist Approaches to Stratification

This course starts with a critique of major theories of stratification in terms of their inabilit to adequately deal with women. Other problems are identified and examined as well. Older as we as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory o stratification.
M. Eichler

SES1985H Women's Learning, Women' Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as socia class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violenc mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implicatio for women in the health professions, will be investigated.
H. Lenskyj

SES1986H Women, Education and Leadership: Feminist Perspectives

This course will examine feminist critiques of androcentric leadership and investigate feminis alternatives that challenge oppressive social practices, systemic misogyny, racism, homophobia and socio-economic inequality in fields such as nursing, teaching, social service and recreation.
H. Lenskyj

ES1987H Gender Equity in the lassroom

he core course within the M.Ed. in Gender quity, this course examines the "ordinary" and nvisible ways in which inequalities are produced. he classroom is the setting in which people are haped, including teachers. It is always a ynamic situation. The inequalities in the lassroom reproduce the inequalities in society. ut the classroom dynamics of inequality have roperties and consequences of their own. They re part of the society and part of the making of s future and the future of its participants. chools reproduce inequalities of gender, race, nd class. This course has the objective to help s become conscious of the dynamics of nequality in the classroom and to envisage trategies for change. It focuses primarily in ender inequality, but will also examine how nuch there is to be learned using the same nethods of the dynamic of racial inequality.

.E. Smith

SES2910H Changes in Families and Policy Consequences for Government nd Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.

M. Eichler

SES2911H Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.

Staff

SES2912H Teachers' Work: Classrooms, Careers, Cultures and Change

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.

S. Acker

SES2913H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.

E.B. Harvey

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.

H. Lenskyj

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85% of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyse issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.

E.B. Harvey

SES2940H Rethinking Materialism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in materialist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness,

contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
D.W. Livingstone

SES2941H Social Stratification and Education
Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D.W. Livingstone

SES2942H Education and Work
An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
D.W. Livingstone

SES2943H Ideologies, Public Opinion, and Policy-Making in Education
The course begins with a general analysis of ideologies and their relations to social practice, and an examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns - including surveys and discussion groups - are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public attitudes and policy-makers' decisions.
D.W. Livingstone

SES2970H Countering Myths of Aboriginal People through Multiple Medias
Myths of Aboriginal peoples are produced in cultural forms and cultural practices. Cultural productions which replicate and reproduce these stereotypic images include media, film, photography, newspapers and other written texts. This course will endeavour to dispel these myths through careful, critical, and multiple readings of 1) papers and books which produce these myths or provide alternatives to these myths; 2) the Royal Commission on Aboriginal Peoples Report; 3) selected films which provide access to these myths and counter them through integration of story, sound and image; and 4) selected locations on the Internet where myths are produced and countered. This course will draw upon literature in Aboriginal education, feminist studies, postcolonial and cultural studies, and anti-racist studies.
J. Iseke-Barnes

SES2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

SES2999H Special Topics in Sociological Research in Education
Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff

SES3900H Advanced Issues in Sociological Research Methods in Education
This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation,

and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
Staff

SES3901H Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education

This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.
R.R. Pierson

SES3902H Studies in the Social Organization of Knowledge

This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.
Staff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education

This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at key epistemological considerations and concerns and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.
G.J.S. Dei

SES3912H Race and Knowledge Production: Issues in Research

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post-colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

SES3920Y The Politics of Representation and Pedagogies of 'Difference'

Representation can be thought of as the shimmering slip between 'the real' and 'the known', the self and the social. In this course, we explore how 'insurgent' representational practices work to interrupt the assumptions of truth, of 'the normal' and of normalized bodies, that form the ground of pedagogical practice. Through the viewing of 'independent' film and video, we consider the politics of identity and the representational strategies that have been used to challenge conventions of race, sexuality, ableism and class. Drawing upon the literature of cultural studies, we focus upon implications for teaching and learning about how 'difference' is inscribed through signifying and reading practices of identification and disidentification.
K. Rockhill

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in

specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.
M. Heller

SES3922H Analysing Classroom Discourse
This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
M. Heller

SES3930H Advanced Seminar on Feminist Methodology and Education
This course explores methodological and ethical issues surrounding non-sexist or feminist research. It examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (however defined) are encouraged to use this course to work through some of their research problems.
Prerequisite: SES1981H, SES1982H, SES1983H, or permission of instructor.
M. Eichler

SES3931H Feminism and Poststructuralism in Education
In this advanced theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.
Prerequisite: SES1981H or permission of instructor.
K. Dehli

SES3932H Contemporary Perspectives on Women and Higher Education
This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university.
Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate", and so forth will be taken up through readings and student presentations.
S. Acker

SES3940H Key Issues and Principles in Managing Change
This course examines the dynamics of change in educational and social organizations and programs. The emphasis is on understanding the process of change in organizational contexts, and on deriving principles for managing change. Change theory and management are considered from various perspectives: chaos and complexity theory in social organizations; research on the implementation of educational policies and programs; conceptions of and research on organizational culture; and research on the relationship of organizations to their external environments. The course is suitable for teachers, school administrators, consultants, and other individuals interested in understanding and influencing the process of change. Each class member is expected to become involved in some practical problem of educational/ organizational change of his or her choosing as an experience to increase understanding in dealing with real change situations.
Prerequisite: SES2911H, or permission of the instructor.
S. Anderson

SES3941H Issues in Education, Deviance, and Legitimacy
A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
Staff

SES3942H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.

J.P. Farrell

SES3943H Applied Sociology of State Formation and Educational Policy

In the first part of this course two approaches to analyses of modern state power will be surveyed: historical sociology and studies of governmentality. In the second part of the course, these approaches will be drawn upon to study specific educational policies and policy-making practices.

K. Dehli

SES3944H Language and Gender in Education

This course will examine two aspects of the relationship between language and gender in educational settings: first, ways in which gender is constructed interactionally; second, ways in which gendered patterns of language use are differentially valued in and across educational contexts. The first part of the course will set the framework in terms of the sociolinguistic literature on language and gender. The second will examine case studies from a wide variety of contexts. The third will be devoted to student explorations of the domain.

M. Heller

SES3950H Comparative Societies: Families, Schools and the Socialization of Young People

Growing up and becoming an adult is a human universal which associates learning and the cultural induction of young people into society with their physical maturation. By adopting a broadly-based comparative perspective, we shall strive to deepen our understanding of the great variety of ways that youth socialization proceeds in different societies and to think about the specific institutional arrangements prevailing in Canadian society today against a broadly based historical and cross-cultural backdrop. This will be a study of contrasts and transitions: of societies without schools, versus those with them; of societies with relatively stable technologies and adult occupations versus societies undergoing rapid technological and occupational change; of local and culturally homogenous societies versus nationally extended, multicultural societies in an increasingly global universe. A central theme in all of this will be to illuminate the linkage between 'production' and 'reproduction', between young people preparing for and entering adult occupations and forming families (reaching puberty, selecting a mate, having children and raising them).

D.W. Livingstone

SES3951H Political Economy, Canadian Culture, and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.

D.W. Livingstone

SES3952H Sexism, Racism, Colonialism: Pedagogical Implications

This advanced seminar explores the linkages between sexism and racism by examining the interrelations of gender, race, and class in the development of nation-states in contemporary societies.

R. Ng

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level

Description as for SES2998H.

Staff

SES3999H Special Topics in Advanced Sociological Research in Education

Description as for SES2999H, but at the doctoral level.
Staff

NOTE: The following courses from three of OISE/UT's other departments are accepted for credit in the Department of Sociology and Equity Studies in Education and will satisfy the department's specialization requirements. For course descriptions, please see the relevant departments' course listings.

Department of Adult Education, Community Development and Counselling Psychology

AEC1148H	An Introduction to Workplace, Organizational and Economic Democracy
AEC1156H	Power and Difference in the Workplace
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3113H	Adult Education Approaches to State, Equity, and Democracy

Department of Curriculum, Teaching and Learning

CTL6000H	Introduction to Comparative, International, and Development Education

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NOTE: The following courses might also be of special interest to students in Sociology and Equity Studies in Education:

Department of Adult Education, Community Development and Counselling Psychology

AEC1131H	The section titled: Understanding Quantitative Data: Implications for Adult Learning and Community Development

Department of Curriculum, Teaching and Learning

CTL1113H	Art and Play in Children's Culture
CTL1114H	Exploring Human Understanding and Education through Visual Media
CTL1822H	Postmodern Presentations of Culture

Department of Theory & Policy Studies in Education

TPS1418H	The Role of Education in Theories of Women's Emancipation: I
TPS1434H	Human Rights, Politics, and Education
TPS1435H	Democracy and Education
TPS1436H	Modernity and Postmodernity in Social Thought and Education
TPS1439H	Gender, Ethics, and Education: Philosophical Issues
TPS1442H	Cultural and Racial Difference in Education: Philosophical Perspectives
TPS1461H	The section titled: Women, Colonialism, Imperialism and Nationalism in History
TPS3418H	The Role of Education in Theories of Women's Emancipation: II
TPS3447H	Critical Theory as a Theory of Modernity and Education: I

THEORY & POLICY STUDIES IN EDUCATION (TPS)

The Department of Theory & Policy Studies in Education consists of three graduate programs:

- •Educational Administration
- •Higher Education
- •History and Philosophy of Education

The History and Philosophy of Education program represents cognate disciplines. The Educational Administration and Higher Education programs represent the application of cognate scholarship to domains of practice.

Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees. Certificate and diploma programs are also offered in the Department. TPS, as well, has an important initial teacher education function. In addition to supporting a wide range of research projects focussed on provincial, national, and international issues in education, the Department is home to three research centres:

- The Centre for Leadership Development
- The Centre for the Study of Values and Leadership
- The International Centre for Educational Change

To be admitted to the Department, application must be made to one of the four areas of study:

- Educational Administration
- Higher Education
- History of Education
- Philosophy of Education

Following brief information on two Collaborative Graduate Degree Programs and an Interdepartmental Graduate Specialization in which all three TPS programs are involved, a listing is provided of each area of study, its faculty, degree requirements and courses.

NOTE: Some programs have professors emeriti who have part-time appointments. The duration of such appointments varies; please contact the Department for information on the continuing status of such appointments.

GENERAL INFORMATION

•For information about application procedures and forms contact:
OISE/UT Registrar's Office,
Graduate Studies Admissions Unit, Room 485
Telephone: (416) 923-6641 ext. 2663/2664
e-mail: gradstudy@oise.utoronto.ca

- For information about registration contact:
  Lynn Romero, Liaison Officer, Registrar's Office
  Graduate Studies Registration Unit, Room 485
  (416) 923-6641 ext. 2430
  lromero@oise.utoronto.ca

ACADEMIC INFORMATION

- **Educational Administration**
  Stephen Lawton, Program Coordinator
- **Higher Education**
  Michael Skolnik, Program Coordinator
- **History of Education**
  Ruth Roach Pierson, Coordinator
- **Philosophy of Education**
  Dwight Boyd, Coordinator

CHAIRPERSONS OF THE DEPARTMENT

Glen A. Jones, Ph.D. (Toronto)
Associate Professor and Chairperson
(systems and politics of higher education in Canada)

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Associate Chairperson
(organizational and social context of teaching and administration; micropolitics of education; teachers' professional associations; teacher leadership; teacher development; educational policy analysis and program evaluation)

INTERDEPARTMENTAL SPECIALIZATION

M.Ed. in Gender Equity: This Interdepartmental Specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any graduate program in the Department of Theory & Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization. For more information, see the entry on Interdepartmental Graduate Specializations, page 202 and/or contact:

Centre for Women's Studies in Education
Telephone: (416) 923-6641, ex 2204
e-mail: cprice@oise.utoronto.ca

COLLABORATIVE GRADUATE DEGREE PROGRAMS

- **Comparative, International and Development Education**
  Program Coordinator: Joseph P. Farrell
  An integrated set of courses for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective is available in this program. Students are able to draw upon the faculty and other resources of four of OISE/UT's five departments. Interested students should seek further information from Joseph P. Farrell. See also pages 198 - 199 for details on this program.

- **Women's Studies (GWS)**
  The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Collaborative Graduate program in Women's Studies (GWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 199 of this *Bulletin* and from the School of Graduate Studies Calendar.

EDUCATIONAL ADMINISTRATION PROGRAM

Stephen B. Lawton, Ph.D. (California at Berkeley)
Program Coordinator
Professor
(educational finance and its social, political, and economic contexts; analysis of quantitative data; total quality management [TQM] in education)

Nina Bascia, Ph.D. (Stanford)
Associate Professor
(organizational and social context of teaching and administration; micropolitics of education; teachers' professional associations; teacher leadership; teacher development; educational policy analysis and program evaluation)

Paul T. Begley, Ed.D. (Toronto)
Associate Professor
(administrative values; performance appraisals; school improvement processes; leadership development)

C. Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor
(ethics in education; moral dimensions of schools; qualitative research on educational policy and practice)

David J. Corson, Ph.D. (London)
Professor, cross-appointed to Curriculum, Teaching and Learning
(language policy and planning; minority schooling, school to work; discourse and power; social research theory and methods)

John E. Davis, Ph.D. (Toronto)
Professor Emeritus
(organizational theory and culture; small schools issues; school board studies)

Lorna M. Earl, Ph.D. (Western Ontario)
Associate Professor; cross-appointed to Curriculum, Teaching and Learning
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Denis Haché, Ph.D. (Montreal)
Associate Professor; Head, Centre de recherches en éducation du Nouvel-Ontario (CRENO), Sudbury
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

M. Anne Millar, M.Ed. (Queen's)
Associate Professor and Associate Dean, Initial Teacher Education Programs and Laboratory Schools
(teacher education; teacher development; educational leadership; teaching in higher education)

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

James J. Ryan, Ph.D. (Toronto)
Associate Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; native and minority education)

Dennis Thiessen, Ph.D. (Sussex)
Professor, cross-appointed to Curriculum, Teaching and Learning
(program innovation; curriculum change; student and teacher perspectives; teacher development, school improvement, qualitative research, policy studies)

Richard G. Townsend, Ph.D. (Chicago)
Professor Emeritus
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies; home-school and community-school partnerships)

Rouleen Wignall, Ph.D. (Toronto)
Assistant Professor
(administrative context; health, education and educational administration; public and private life; culture/gender issues; research methodologies and ethics)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Assistant Professor
(legal context of education)

PROFESSORS EMERITI:

Alan F. Brown, Ph.D. (Alberta)
John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Mark Holmes, Ph.D. (Chicago)
John H. House, Ph.D. (Alberta)
Edward H. Humphreys, Ed.D. (Toronto)
Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Donald F. Musella, Ed.D. (State University of New York at Albany)
E. Brock Rideout, M.Ed. (Toronto)
Richard G. Townsend, Ph.D. (Chicago)

PROGRAM MISSION

The Educational Administration program is devoted to the study and development of policy, planning, leadership, and administration in education. Several degree and non-degree programs are offered to meet the diverse needs of practitioners and scholars of educational administration.

CERTIFICATE AND DIPLOMA PROGRAMS

Non-degree certificate and diploma programs include:

- Certificate Program in School Management (offered through the Department)
- Diploma of Advanced Studies in Educational Administration (offered through the Department)
- Ontario Principal Certification Program (offered through the Centre for Leadership Development).

For information on the Ontario Principal Certification Program please contact:

Vashty Hawkins
Centre for Leadership Development
252 Bloor Street West, Room 6-123
Telephone: (416) 923-6641 ext. 2721

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:

a) seven years' experience as a school business official or in some other aspect of school administration;
b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely through the Educational Administration program.

All correspondence and fees should be sent to:

Stephen Lawton, Program Coordinator
Certificate Program
Department of Theory & Policy Studies in Education.

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1998/99, the full-time annual fee was $5,038.00 and the half-course fee was $755.70.

Program of Study

The program of study consists of:

a) TPS1040 and TPS1041, which are strongly recommended as first courses;
b) two half-courses related to school board management, which normally include TPS1017;
c) two elective courses, normally in Educational Administration.

Students may begin the program in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the program may be completed in the Fall and Winter Sessions (September to April). If part-time, it may be completed through attendance in Fall, Winter and Summer Sessions.

DIPLOMA OF ADVANCED STUDIES IN EDUCATIONAL ADMINISTRATION

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one session of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact:
Stephen Lawton, Program Coordinator
Diploma of Advanced Studies in Educational Administration
Department of Theory & Policy Studies in Education.

DEGREES

The M.Ed. and Ed.D. programs are designed to prepare practitioners for leadership careers at various levels. These programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. program. The Ph.D. program is especially of interest to those considering a future in the university or in research.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Program Requirements

In addition to the general requirements in the Minimum Admission, Program and Degree Requirements section, pages 25 - 32, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
b) an interest in the study and practice of administration;
c) academic qualifications beyond the first degree;
d) two letters of reference (see Application Procedures section, page 34). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program of Study

There are two options within the M.Ed. program in Educational Administration for all students.

Option II which is comprised of:

a) Three required half-courses -
  TPS1040 Educational Administration I: The School System
  TPS1041 Educational Administration II: The School System in Society
  TPS1003 Introduction to Research in Educational Administration, or equivalent.
  It is recommended that TPS1040 be the first course taken, followed by course TPS1041; course TPS1003 should be taken toward the end of the program;
b) five other half-courses, of which at least two must be in Educational Administration;
c) a research project and a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:

a) Three required half-courses -
  TPS1040 Educational Administration I: The School System
  TPS1041 Educational Administration II: The School System in Society
  TPS1003 Introduction to Research in Educational Administration, or equivalent.
  It is recommended that TPS1040 be the first course taken, followed by TPS1041; course TPS1003 should be taken toward the end of the program;

b) three other half-courses, of which at least two must be in Educational Administration;
c) a comprehensive thesis, to be developed under the guidance of a faculty member.

NOTE: Applicants to Option III must have graduated with a four-year honours degree or the equivalent.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. After completing course requirements, students must continue to enrol until theses or MRPs are approved. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since those courses may require full-time study or attendance during the day.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

OFF-CAMPUS AND DISTANCE EDUCATION COURSES (M.Ed. and Certificate students)

The Department is currently offering some sections of existing courses off-campus and by audio- and computer-conferencing. The purpose is to make some OISE/UT courses available during the Fall or Winter Sessions to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1999 Summer Session, the 1999 Fall Session and the 2000 Winter Session for continuing students, will be available from the Registrar's Office, Graduate Studies Registration Unit in March. New applicants should apply by January 15, although later applications to off-campus courses will be considered.

For more information, contact:
S. Lawton, Program Coordinator.

DOCTOR OF EDUCATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program is designed to satisfy the needs of practicing and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators.

Program Requirements

In addition to the general requirements given in the Minimum Admission, Program and Degree Requirements section, pages 25 - 32, the Educational Administration program specifies the following:

a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.
b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's:
- achievement in identifying and solving educational problems;

- ability to work with people;
- leadership style;
- awareness of current social and educational issues.

c) The applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

Those applying to the Administrator Doctoral Cohort specialization option should so indicate on the Supplementary Application Form B, Item 3 of the application materials.

Program of Study
The Ed.D. program is organized into six complementary components:

a) Ed.D. core seminars, which consist of two half-courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;
b) two of the following three half-courses or their equivalent: TPS3042, TPS3043, or TPS3044. (TPS3044 is the administrative internship/ practicum program, and only an internship/ practicum program taken for credit at another university would be considered equivalent);
c) two further courses in Educational Administration at the 3000 level;
d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative program;
e) a comprehensive examination as part of the thesis proposal hearing;
f) a doctoral thesis.

A student's program of study will normally begin in the Fall Session. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times. Successful applicants are encouraged to begin the program on a full-time basis.

The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this *Bulletin*, unless changes are approved in writing by the Ed.D. Program Coordinator or the thesis supervisor.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Educational Administration program that a place will be retained for them for a maximum period of two years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE/UT admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Registrar's Office, Graduate Studies Admissions Unit, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact
J. J. Ryan, Ed.D. Program Coordinator.

ADMINISTRATOR DOCTORAL COHORT SPECIALIZATION (Ed.D.)

The Administrator Doctoral Cohort specialization is designed for full-time administrators in educational or public-sector organizations. The admission and program requirements are generally the same as those of the present Ed.D. program with some exceptions. They include the same number of required courses, the internship, the comprehensive examination as part of the thesis proposal hearing, and the doctoral thesis.

Some characteristics are unique to this cohort program option:

- Unlike that of the regular Ed.D. program option, the minimum period of full-time on-campus study will be satisfied by two four-month periods.
- To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.
- The required period of full-time, on-campus study will coincide with the scheduling of the required courses (i.e., May-August).
- Students will be in a cohort group for three of the four required courses:

TPS3040	Administrative Theory and Educational Problems I
TPS3041	Administrative Theory and Educational Problems II
TPS3042	Field Research in Educational Administration.

- Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.

- Students normally will be required to participate in a supervised internship, TPS3044 Internship/Practicum in Educational Administration, unless an alternative is approved by the Ed.D. Program Coordinator or the thesis supervisor.

The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this *Bulletin*, unless changes are approved in writing by the Ed.D. Program Coordinator or the thesis supervisor.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A./Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

Applicants to the program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. program would help in the attainment of future career goals.

Upon entry to the program, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this *Bulletin*, applicants should contact the M.A./Ph.D. Program Coordinator in the TPS Department.

Program Requirements

Admission to the M.A. program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto B+ standing in the final year (see the Minimum Admission, Program and Degree Requirements section, pages 25 - 32). The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto A-. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. program for those who have completed an M.A. program within the Department is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and program requirements for M.A. and Ph.D. programs are set out in the Minimum Admission, Program and Degree Requirements section, pages 25 - 32.

PROGRAM OF STUDY

MASTER OF ARTS

At least half of the required courses for an M.A. program must be completed in the program of Educational Administration. The remaining courses may be selected from those offered in the Department, in other departments of OISE/UT, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

DOCTOR OF PHILOSOPHY

The program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the M.A./Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination as part of the thesis proposal hearing. A thesis is required.

For more information, contact:
M.A./Ph.D. Program Coordinator in the TPS Department.

COURSES

The following list demonstrates the range of courses offered within the Educational Administration program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

TPS1003H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration. All master's candidates are strongly recommended to take this course towards the end of their program.
D.J. Corson, S.B. Lawton, S. Padro, J.J. Ryan, and R. Wignall

TPS1004H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. Padro and staff

TPS1005H The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry levels are presented, including site visits, demonstrations and guest lecturers.
S. Padro

TPS1009H Administrator School-Board Relationships

A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
Staff

TPS1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

TPS1013H Supervisory Relationships

A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
Staff

TPS1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
D. Thiessen and K.A. Leithwood

TPS1017H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.
S.B. Lawton and R. Wignall

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
Staff

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
D.J. Corson

TPS1020H Teachers and the Administrative Process

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves and N. Bascia

TPS1022H The Social Context of Administration

This course addresses three broad topics: the social worlds of students, teachers, and administrators in elementary and secondary schools; the organizational settings within which educational administrators work; and ethical/moral dilemmas which educators face in the day to day performance of their duties. Within each of these broad topic areas, themes such as race, culture, and gender will be explored. The course explores the interrelated worlds of practice, research, and theory. In particular, students examine the fit between theory and evidence, and assess relationships between research findings and application.
N. Bascia, E. Campbell and R. Wignall

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.

Staff

TPS1024H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures.

Staff

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.

Staff

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

P.T. Begley

TPS1027H La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éducationnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, le choix parental, les écoles «entrepreneuriales», les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale en éducation. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.

D. Haché

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public skepticism towards education and failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business education partnership, school councils and Total Quality Management. This course will also analyze the impact of such initiatives on society, school and curriculum.

D. Haché

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.

N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education,

colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.
M.A. Zuker

TPS1033H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process. Students will be expected to view labour/management relations in the education sector within the context of the broader Canadian industrial relations system. Topics covered include a review of the Ontario Labour Relations Act; legislation governing public-sector bargaining in Canada, especially legislation governing bargaining in schools and colleges; the collective bargaining process; the grievance procedure; and alternative conflict-resolution mechanisms. The course is designed for those who have had no previous courses in this area and no extensive experience in union/ management relations. Those who have a background in this field, either from a prior course or direct experience, should enrol in 1034 or 1035.
N. Bascia

TPS1034H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
Staff

TPS1035H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focusing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

TPS1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to change theory, total quality management, and chaos theory.
S. Padro

TPS1037H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
Staff

TPS1038H Systems Analysis for Educational Planning and Decision-Making

An introductory overview of systematic approaches to educational planning, decision-making, and improvements. Topics to be covered include: approaches to analysis of systems, project and system planning, system design, and analysis for decision-making and implementation of change. Emphasis will be on conceptual understanding of the field and on applications to educational systems at various levels.

S. Padro

TPS1039H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems - such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.

S. Quazi

TPS1040H Educational Administration I: The School System

Focus is on concepts both historical and emerging significant to the understanding of education and educational administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in administration, staff development, and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on educational administration. An effort is made to connect concepts to the reality of administrative practice. All master's candidates are strongly recommended to take TPS1040 as the first course in their program followed by TPS1041.

P.T. Begley, J.J. Ryan, and R. Wignall

TPS1041H Educational Administration II: The School System in Society

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of education, the educational system, the school, the school system, and their administration. All master's candidates are strongly recommended to take TPS1041 after completing TPS1040.

P.T. Begley, E. Campbell, S. Padro, J.J. Ryan, and R. Wignall

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language

policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.
D.J. Corson

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.
K.A. Leithwood

TPS1048H Educational Leadership and School Improvement

A companion course to TPS1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviours, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.
K.A. Leithwood and P.T. Begley

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS3013H Dynamics of Organizational Effectiveness

A seminar on adult human behaviour in organizations, including: effect of human sociability; dialectics of leadership/cathexis, consensus/conflict, eustress/distress; discovery and development of personal constructs used as hidden determinants of person-person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.
Prerequisite: TPS1017H or permission of instructor.
S.B. Lawton

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.
A. Hargreaves

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.

J.J. Ryan

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.

A. Hargreaves and staff

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.

P. Begley and E. Campbell

TPS3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.

Staff

TPS3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Fall/Winter Session and Summer Session timetables.

Staff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.

M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.

S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of

express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education
This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.
Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
Staff

TPS3042H Field Research in Educational Administration
The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
D.J. Corson, A. Hargreaves, and J.J. Ryan

TPS3043H Survey Research in Educational Administration
An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: TPS1003H or CTL2004H or SES1902H or permission of the instructor.
S.B. Lawton and S. Padro

TPS3044H Internship/Practicum in Educational Administration
An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
P.T. Begley

TPS3047H Research Seminar on Leadership and Educational Change
The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K.A. Leithwood

TPS3049H Program Innovation in Teacher Education
This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships are critically examined in relation to changing and sometimes competing conceptions of teaching, learning to teach, and teacher education programs.
D. Thiessen

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level
Description as for TPS1052H.
Staff

HIGHER EDUCATION PROGRAM

Michael L. Skolnik, B.Phil. (Oxford)
Program Coordinator
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology and Equity Studies in Education
(faculty and students in higher education)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor (on leave 1997 - 2000)
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Principal, Woodsworth College, University of Toronto
(cognitive psychology; learning and learning systems in higher education)

Glen A. Jones, Ph.D. (Toronto)
Associate Professor and Chairperson
(systems and politics of higher education in Canada)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor
(professional education; sociology of the professions)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Saeed Quazi, Dip.T. & R.P. (Toronto)
Associate Professor Emeritus
(strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed from the Department of Curriculum, Teaching and Learning
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

ASSOCIATED INSTRUCTORS:

Paul Axelrod, Ph.D. (York)
Professor, Division of Social Science, York University
(history of higher education in Canada)

P. Niall Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Michael Cusimano, Ph.D. (Toronto)
Assistant Professor, Department of Surgery, University of Toronto
(measurement of clinical competence)

Roy F. Giroux, Ph.D. (Wayne State University)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law and President, University of Toronto
(Canadian higher education, public policy formation)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Assistant Professor
(the law and higher education)

PROFESSORS EMERITI:
Willard Brehaut, Ed.D. (Toronto)
John W. Holland, Ph.D. (Syracuse)
Cicely Watson, Ph.D. (Harvard)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in Higher Education. The general requirements for these degrees are outlined in the Minimum Admission, Program and Degree Requirements section, pages 25 - 32. The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada.

MASTER OF EDUCATION

Students in Higher Education will be required to pursue the M.Ed. **Option I** program (ten half-courses plus a written general comprehensive examination). All M.Ed. students who began their program after April 1, 1991, must pass the comprehensive examination. All students are required to complete course TPS1803 (Recurring Issues in Postsecondary Education).

NOTE: Health Professional Education specialization students are required to register in the M.Ed. **Option II** program.

Additional information on the Health Professional Education specialization can be obtained from Professor Jamie-Lynn Magnusson.

MASTER OF ARTS

Admission to the Master of Arts degree program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto mid-B standing in the final year. The M.A. program consists of eight half-courses, a general written comprehensive examination, and a thesis. Additional courses may be required of some applicants. All students are required to complete course TPS1803 (Recurring Issues in Postsecondary Education).

DOCTOR OF EDUCATION

Requirements include:
a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree, which may be taken full-time or part-time. Normally they will include TPS1803 (Recurring Issues in Postsecondary Education), at least three other half-course equivalents in Higher Education, as well as a half-course in research methodology approved by the faculty advisor;
b) a written comprehensive examination;
c) a thesis reporting the results of original research.

DOCTOR OF EDUCATION FOR COMMUNITY COLLEGE LEADERS

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and program requirements for the Community College Leaders doctorate are generally the same as for the regular Ed.D. program. The main differences are that the Community College Leaders doctorate is focussed on the study of community colleges, is delivered in a cohort format, and requires two consecutive Summer Sessions of full-time attendance.

For more information about the Ed.D. for Community College Leaders, contact:
Prof. Michael Skolnik
Theory & Policy Studies in Education
Telephone: (416) 923-6641 ext. 2308
OR
Dr. Roy F. Giroux
Humber College
Telephone: (416) 675-6622 ext. 4483

DOCTOR OF PHILOSOPHY

Requirements include:
a) six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half- courses will include four in Higher Education. The remaining two half-courses may be selected from this program, or from any department of OISE/UT, or from another graduate department of the University of Toronto, with the approval of the faculty advisor. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include TPS1803 (Recurring Issues in Postsecondary Education), as well as a half-course in research methodology approved by the faculty advisor;
b) a written comprehensive examination;
c) a thesis reporting the results of original research.

COURSES

The following list demonstrates the range of courses offered within the Higher Education program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

TPS1802H Research Seminar in Higher Education in Canada

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.
By permission of the instructor the prerequisite of TPS1801F may be waived.
Staff

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.
N. Byrne

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
Staff

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D.W. Lang

TPS1808H Research in Health Professional Education
This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects. The course is designed for students enrolled in the M.Ed. specialization in health professional education.
N. Byrne

TPS1809H Administration of Colleges and Universities
A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions
This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
Staff

TPS1811H Institutional Research and Planning
A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus complements TPS1807H, which has a systems focus.
S. Quazi and D.W. Lang

TPS1812H Education and the Professions
This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneural university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.
L. Muzzin

TPS1814H Curriculum in Institutions of Higher Education
A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
Staff

TPS1815H Teaching in Institutions of Higher Education
A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

TPS1816H Conceptions of Learning in Higher Education
An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
Staff

TPS1818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions
An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R.G. Tiberius

TPS1819H Governance in Higher Education
This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary

bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.
M. Skolnik

TPS1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session OISE/UT course schedules.
Staff

TPS1821H Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education and identify factors that contribute to differentiation within and between sectors.
M. Skolnik

TPS1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
Staff

TPS1823H Research Seminar in the Idea of the University and the College

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.
By permission of the instructor the prerequisite of TPS1822F may be waived.
Staff

TPS1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
S. Quazi and D.N. Wilson

TPS1825H Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
J. Pan

TPS1826H Comparative Higher Education: Part II

This course is a continuation of 1825F, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.
J. Pan

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political

interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
J. Magnusson

TPS1829H' Higher Technological Education and Training: A Comparative Perspective

This course will examine post-secondary Technical, Vocational and Technological Education from a comparative perspective. Comparisons will be made between educational and training systems in industrialized, newly-industrializing, and developing nations in order to discover patterns, similarities and differences.
D. N. Wilson

TPS1830H Systematic Educational Planning for the Health Professions: Part One: Overview

This course introduces a systematic approach to planning, implementing, and evaluating programs in health professional education. Assessment of learning needs, setting learning objectives, selecting learning methods and evaluating student performance and the program are stressed, as are the goals of maximizing student learning and implementing change. Self-instructional modules, home assignments, application to a personal project and small group peer discussion are used to meet course objectives.
Staff

TPS1831H Systematic Educational Planning for the Health Professions: Part Two - Further Development

This course is a continuation of Part One. It builds on the systematic educational planning model introduced in Part One. Students have the opportunity for more in-depth study of concepts related to implementing curricular reform in the health professions, specifically in the area of selection and development of learning methods to improve learning outcomes, and on development of valid student and program evaluation methods. Further development of a major educational project is once again a focal point, along with facilitated discussion and study using self-instructional modules and supplementary resources.
Staff

TPS1835H Planning Instruction and Curriculum: Perspectives and Approaches

Participants in the course will examine in detail a commonly employed heuristic for designing courses and contrast this "prescription" with descriptive reports of why and how professors actually develop courses. Critical questions to be explored include: What are the potential decisions that course developers can make? And: What major influences affect those decisions? As part of the course work participants will conduct interviews with professors.
Staff

TPS1840H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution o higher education to the economy. The course w address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other polic decisions in higher education.
Staff

TPS1841H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, accountability and stabilization aspects of polic for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. After presentin theories of planning and resource allocation in the public sector, the course will illustrate them through particular case studies.
D.W. Lang

TPS1842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.
Staff

TPS1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS3801H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
A. Hildyard and staff

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

TPS3807H The University Under Communism

This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system.
R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level

Description as for TPS1820H.
Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS1852H.
Staff

HISTORY OF EDUCATION

Ruth Roach Pierson, Ph.D. (Yale)
Program Coordinator
Professor, jointly appointed to Sociology and Equity Studies in Education
(history of women and women's education; history of feminism and feminist historiography; history of educational policy)

David Levine, Ph.D. (Cambridge)
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Cecilia Morgan, Ph.D. (Toronto)
Assistant Professor
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

PROFESSORS EMERITI

Willard Brehaut, Ed.D. (Toronto)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree with a specialization in History of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

In addition to the Minimum Admission, Program and Degree Requirements (see pages 25 - 32), M.A. and Ph.D. applicants are normally expecte to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Students may participate in interdisciplinary programs in which History faculty are involved; e.g., Women's Studies/Feminist Studies (see sections Interdepartmental Graduate Specializations, pages 200 - 204 and Graduate Interdisciplinary Research Foci, pages 205 - 208).

Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies, which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department ar the Collaborative Program.

As well, interested History students may enrol i the Collaborative Program in Comparative, International and Development Education, (see pages 198 - 199).

MASTER OF EDUCATION

The M.Ed. degree specializing in History of Education is pursued under Option II (eight hal courses plus a major research project/paper). (See the Minimum Admission, Program and Degree Requirements section, pages 25 - 32, f admission and other program requirements.) Students are expected to take at least four hal courses in History of Education, one of which must include Course TPS1460 (History and Educational Research).

MASTER OF EDUCATION FOR SPECIA PURPOSES

Some M.Ed. students in History of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of

OISE/UT or the University of Toronto. Such students may enrol in the M.Ed. for Special Purposes and, with permission, take as few as three half-courses in this program.

DOCTOR OF EDUCATION

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 25 - 32, for admission and program requirements.) Applicants to this program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than History of Education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A. specialization) consist of eight half-courses, a year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core program includes two mandatory Ed.D. seminars (TPS3490F Ed.D. Seminar in the History and Philosophy of Education: I, and TPS3491S Ed.D. Seminar in the History and Philosophy of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 184 - 187.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantive content. (See Minimum Admission, Program and Degree Requirements section, pages 25 - 32 for admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a six half-course (plus thesis) program. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

CORE COURSE REQUIREMENTS

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research).

RESEARCH FOCI

To guide students in selecting their research areas of interest, History of Education offers the following thematic foci:

Feminist Studies
SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1430, 1488, 3417 and 3418 .

History of Women and the Family in Education
TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education
TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling
TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling
TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

COURSES

The following list demonstrates the range of courses offered within History of Education. Not all of the courses listed are offered in any given year.

A course is identified with History of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H.M. Troper

TPS1402H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871-1945 provides a case in point.
R.R. Pierson

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
E.M. Smyth

TPS1405H History of Education and Society: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which historical scholarship is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
D. Levine and H.M. Troper

TPS1407H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

TPS1408H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

TPS1412H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
A. Prentice

TPS1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
E.M. Smyth

TPS1418H The Role of Education in Theories of Women's Emancipation: I

Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
R.R. Pierson

TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education. TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.
D. Levine

TPS1420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its

particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

TPS1421H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
D. Levine and R.R. Pierson

TPS1422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

TPS1424H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H.M. Troper

TPS1425H Class Formation and Its Relation to the Schools

A review of selected topics and themes in the history of working people and the schools, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. This course will examine areas such as working-class communities' relationships to schools, the moral regulation of working-class students, and the class position and identities of teachers. We will also explore alternative forms of working-class schooling, such as adult education, and themes in popular culture. We will also examine areas such as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.
C. Morgan

TPS1426H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
C. Morgan

TPS1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H.M. Troper

TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

Beginning with classic works in the field and advancing to more recent feminist and post-colonial texts, this course examines the work of gender and the role of women in the discourses of colonialism, imperialism, and nationalism, and the racisms they spawned, as articulated and deployed from the eighteenth to the twentieth century.
R.R. Pierson

TPS3418H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to TPS1418H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and

class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula nto the twentieth century and the contemporary vomen's movement.
R.R. Pierson

TPS3423H Education and Family Life in he Modern World: II

This course is designed as a follow-up to TPS1422H. It is intended for students who are nterested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family nistory. Classroom discussions will be focused upon the major historiographical and nethodological implications of monographic exts, each of which will be considered at length. Prerequisite: TPS1422H or permission of nstructor.
D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical ensions and concerns of immigrant and ethnic iroups and their importance to the development of education in Canada.
Prerequisite: TPS1428H, TPS1429H, or ermission of instructor.
H.M Troper

PS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS1452H.
Staff

PS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for TPS1453H.
Staff

PS3461H Special Topics in History nd Philosophy of Education

course that will examine in depth a topic of articular relevance not already covered in egular course offerings in the department. The opics will be announced each spring in the all/Winter Session and Summer Session chedules.
taff

TPS3490H Ed.D. Seminar in the History and Philosophy of Education: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the History and Philosophy of Education: II

See description for course TPS3490H.
Staff

TPS3494H Doctoral Practicum in the History and Philosophy of Education: I

Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the History and Philosophy of Education: II

See description for course TPS3494H.
Staff

The following courses are accepted for credit in History of Education. For descriptions, see relevant department course listings.

Higher Education (see pages 177 - 179)

TPS1801H	The History of Higher Education in Canada: An Overview
TPS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H	The Idea of the University and the College

Sociology and Equity Studies in Education

SES1904H	Sociological Theory in Education
SES1983H	Gender and Historical Sociology

PHILOSOPHY OF EDUCATION

Dwight R. Boyd, Ed.D. (Harvard)
Program Coordinator
Professor, cross-appointed to Sociology and Equity Studies in Education
(moral education; ethical issues in education; philosophical issues related to gender in education; critical social philosophy of education)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from Curriculum, Teaching and Learning
(values education; worldview education; theory of schooling; teacher development; school renewal)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed to Curriculum, Teaching and Learning
(literary theory and literature education; aesthetics and education; feminist criticism, aesthetics and pedagogy; musical aesthetics in education)

Thomas Goodenough, M.A. (Alberta)
Associate Professor, Scarborough Teacher Education Centre
(philosophy, computer studies, history of primary education)

Dieter Misgeld, Dr. Phil. (Heidelberg)
Professor, cross-appointed to the Departments of Philosophy and of Political Science, University of Toronto
(human rights theory and practice; citizenship and democratic development; human rights education in an international context; contemporary social theory)

E. Christopher Olsen, Ph.D. (London)
Associate Professor
(philosophical foundations of cognitive science; philosophy of mind; theory of knowledge; theory of human action; developmental epistemology and learning environments; teaching philosophy in elementary and secondary schools)

PROFESSORS EMERITI

John A. Eisenberg, A.M. (Pennsylvania)
Malcolm A. Levin, Ed.D. (Harvard)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree with a specialization in Philosophy of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.
In addition to the Minimum Admission, Program and Degree Requirements (pages 25 - 32), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Students may participate in several interdisciplinary programs and centres in which Philosophy faculty are involved. These include Women's Studies/Feminist Studies, Transformative Learning, (see sections: Interdepartmental Graduate Specializations, pages 200 - 204 and Graduate Interdisciplinary Research Foci, pages 205 - 208).

Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies, which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department an the Collaborative Program.

As well, interested students may enrol in the Collaborative Program in Comparative, International and Development Education, (see pages 198 - 199).

MASTER OF EDUCATION

The M.Ed. degree with a specialization in Philosophy of Education is pursued under **Option II** (eight half-courses plus a major research project/ paper). (See the Minimum Admission, Program and Degree Requirements section, pages 25 - 32 for admission and other program requirements.) Students are expected to take at least four half-courses in Philosophy of Education.

ASTER OF EDUCATION FOR SPECIAL URPOSES

ome M.Ed. students in Philosophy of Education ave a special interest (e.g., women's studies, ocial studies education, multicultural lucation) that may require them to take more ourses than usual in other departments of ISE/UT or the University of Toronto. Such udents may enrol in the M.Ed. for Special urposes and, with permission, take as few as ree half-courses in this program.

OCTOR OF EDUCATION

he Ed.D. degree is designed for career lucators who wish to engage in the in-depth udy of a problem or topic related to ofessional practice. (See Minimum Admission, ogram and Degree Requirements section, ages 25 - 32, for admission and program quirements.) Applicants to this program are pected to have a more clearly defined thesis search problem/topic when they enter the ogram; hence a statement of the applicant's pected research focus must be submitted with e application. Applicants are also encouraged submit a sample of their scholarly writing (e.g., search report, major essay, thesis). oreover, an interview with faculty in the plicant's proposed area of specialization is rmally required prior to the admission decision.

plicants with specializations in their master's gree programs other than Philosophy of lucation are required to take additional urses either as prerequisites to admission or part of their program. Applicants without a aster's thesis or equivalent must submit a ualifying Research Paper, which must be proved by two faculty members prior to gistration in the program.

ie minimum Ed.D. degree requirements (for ndidates who have a master's degree uivalent to the Philosophy of Education M.Ed. M.A. specialization) consist of eight half-urses, a year of required full-time study on mpus and a thesis. Preferably, the year of quired full-time study should occur late in the gree program and should be devoted primarily thesis research and writing.

e core program includes two mandatory Ed.D. minars (TPS3490F Ed.D. Seminar in the story and Philosophy of Education: I, and S3491S Ed.D. Seminar in the History and ilosophy of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a one-year program comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among Philosophy of Education course offerings and those accepted for credit in this degree program. (See pages 190 - 196.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantial content. (See Minimum Admission, Program and Degree Requirements section, pages 25 - 32 for admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a six half-course (plus thesis) program. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

All Ph.D. candidates are required to write a comprehensive examination.

CORE COURSE REQUIREMENTS

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in Philosophy of Education are required to take course TPS1440 (An Introduction to Philosophy of Education) unless it, or an equivalent, has been taken previously.

RESEARCH FOCI

To guide students in selecting their research areas of interest, Philosophy of Education offers the following thematic foci:

Feminist Studies
SES1983 and TPS courses: 1426, 1439, 1462, 1488, 3417, 3418.

Human Rights, Politics, and Education
TPS courses: 1433, 1434, 1435, 1442, 1444, 1449, 1480.

Literature, Music, the Arts, and Education
TPS courses: 1436, 1459, 1462, 1484, 1485, 1487, 1488, 3417, 3436, 3447.

Morals/Values, Social Issues, and Education
TPS courses: 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 1489, 3441, 3443.

Theories of Knowledge, Cognitive Science, Technology, and Learning
TPS courses: 1234, 1431, 1432, 1436, 1437, 1447, 1450, 1459.

NOTE: Master of Religious Education (M.R.E.) students at the University of St. Michael's College and Victoria University may enrol concurrently in the M.Ed. program and, upon completion of the M.R.E., receive transfer credits (from an approved list of courses) for up to half of the M.Ed. course requirements.

COURSES

The following list demonstrates the range of courses offered within Philosophy of Education Not all of the courses listed are offered in any given year.

A course is identified with Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1431H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, an how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E.C. Olsen

TPS1432H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. I will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviouris and materialism will be considered in relation t such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, a understanding. The underlying concern will be develop a conceptual account of a person as educable being.
E.C. Olsen

PS1433H Freedom and Authority in ducation

his course focuses on the tension between eedom and authority as it affects both ducation and society at large. Traditional and ontemporary philosophical theories of freedom nd authority provide a context for examining the ompeting claims of libertarians (or rogressivists) and authoritarians in education. his course does not presuppose extensive ackground in philosophy.

C. Olsen

PS1434H Human Rights, Politics, and ducation

n introduction to human rights theory and ractice with reference to major political, social, nd educational issues in our times. The onnections between human rights, democratic evelopment, and education will be considered in n international context.

. Misgeld

PS1435H Democracy and Education

he course will consider major views of society nd politics that have the development of emocracy as their theme. The relation between rojects of educational reform and democratic evelopment will be examined.

. Misgeld

PS1436H Modernity and ostmodernity in Social Thought and ducation

ecent debates in social theory, philosophy, and ducation regarding the meaning of modernity ill be discussed. Theories of modernity and post-modern" critiques of them will be reviewed. xperiences around the world of various types of risis (human rights, ecological, cultural) may be onsidered.

. Misgeld

PS1437H Philosophical Aspects of he Development of Language and hought

his is an interdisciplinary course that examines he philosophical underpinnings of competing heories about language learning, concept ormation, and the relation between thinking and anguage. There will be discussion of how each heory would guide educational practice during a hild's early years. Major protagonists to be onsidered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.

E.C. Olsen

TPS1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.

D.R. Boyd

TPS1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on four questions constituting the core of the field of study. These questions will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from both traditional representatives such as Aristotle, Plato, Locke, Rousseau, Kant, Dewey, Russell, and Whitehead, and more recent critical developments and "counterpoints" to the tradition.

D. R. Boyd

TPS1441H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.

D.R. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course will focus on moral problems that arise when educators seek to address cultural and racial difference and to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.

D.R. Boyd

TPS1444H Human Rights and Education in an International Context

How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined. This course has no prerequisites and is open to students not specializing in Philosophy of Education.

D. Misgeld

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus on course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.

D.R. Boyd

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

Staff

TPS1448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. Topics that will be covered include the impact of the growth of literacy and the spread of the popular press, consumption and advertising, and commercial exhibitions and museums as sites of popular education. We will also explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.

C. Morgan

TPS1449H The Theory of Law and the Teaching of Law in the Schools

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.

Staff

TPS1450H Philosophy of Science and Science Education

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.

Staff

TPS1451H Theories of History and Social Inquiry in Education

A consideration of some of the major contemporary theories of history and social nquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.

Staff

TPS1452H Individual Reading and Research in the History of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of nterest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be ncluded as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of nterest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be ncluded as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS1459H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.

Staff

TPS1460H History and Educational Research

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their Major Research Paper.

Staff

TPS1461H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.

Staff

TPS1462H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education. with an emphasis on feminist concerns pertaining to literary interpretation and pedagogy including authorial voice, identification, the ethics of literary reading, and the relationship between educational goals and a feminist literary consciousness.

D. Bogdan

TPS1470H Teaching and School Renewal
This course is designed for those interested in where schooling should be going today and what form life in classrooms and schools should take. No background in philosophy of education is required. The everyday problems facing teachers will be considered, with special attention to the concerns of elementary schooling.
C.M. Beck

TPS1471H Critical Issues in Education: Philosophical Perspectives
This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each time (examples are destreaming initiatives, court cases about teaching religion in schools, governance and control, and the development of the "common curriculum"), and an effort is made to have as guest speakers practitioners from the field who are actively dealing with the issue. The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyse some of the underlying philosophical questions.
D.R. Boyd

TPS1480H Religious Pluralism and Education
An examination of major concepts and issues in religion and religious education today, from a "multi-faith" and pluralistic perspective. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C.M. Beck

TPS1481H Worldview Education
This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.
C.M. Beck

TPS1482H The Nature and Development of Religious Knowledge in Education
An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E.C. Olsen

TPS1484H Philosophy of Literature and Literature Education
An examination of the philosophical underpinnings of reader-response theory, broadly defined. Topics address the epistemology of literary response and its moral/aesthetic/ideological implications and include the relationship of structuralism, poststructuralism, and feminist literary theory to the classroom treatment of literary reading.
D. Bogdan

TPS1485H Literature and Values in Education
An examination of the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, and a critique of Frye's concept of the educated imagination from a feminist perspective.
D. Bogdan

TPS1487H Critical Discourses of Musical Experience and Education
This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of western art music from the perspective of the informed listener/audience as educator. It seeks to forge a critical discourse for exploring the ontological, psychological, ethical, social, and political dimensions of musical experience.
D. Bogdan

TPS1488H Feminist Theory, Musical Experience, and Music Education
This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
D. Bogdan

TPS1489H Way of Life Education
This course is concerned with how to develop a "way of life" as distinct from a value system or worldview. The components of a way of life are discussed, and related to specific life areas such as friendship, family, work, leisure, and community. Students may write a theoretical paper or develop a curriculum unit for "way of life education" at the school or adult level.
C.M. Beck

TPS3417H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy
This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics, who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register. Limited enrolment.
D. Bogdan

TPS3436H Aesthetics and Education
This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.
D. Bogdan

TPS3441H Research Seminar in Moral Education: Part I
Advanced seminars based on topics covered by TPS1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II
Advanced seminars based on topics covered by TPS1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

TPS3447H Critical Theory as a Theory of Modernity and Education: I
An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position. The significance of critical theory for educational thought will also be considered.
Prerequisite: Permission of instructor.
D. Misgeld

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level
Description as for TPS1452H.
Staff

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level
Description as for TPS1453H.
Staff

TPS3461H Special Topics in History and Philosophy of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History and Philosophy of Education: I
Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the History and Philosophy of Education: II
See description for course TPS3490H.
Staff

TPS3494H Doctoral Practicum in the History and Philosophy of Education: I
Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will

involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the History and Philosophy of Education: II
See description for course TPS3494H.
Staff

NOTE: The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Adult Education, Community Development and Counselling Psychology

AEC1116H	Learning Values in Adulthood
AEC1174H	Teachers as Thoughtful Practitioners

Curriculum, Teaching and Learning

CTL1001H	Values and Schooling
CTL1101H	Arts and Education: Practice and Theory

Human Development and Applied Psychology

HDP1234H	Foundations of Cognitive Science

Higher Education Program
(see page 174)

TPS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H	The Idea of the University and the College

COLLABORATIVE GRADUATE DEGREE PROGRAMS

COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

This Collaborative Graduate Program provides the opportunity for students enrolled in any of the four participating departments, while meeting all of the requirements for a degree from that department, to also receive a certification on their transcript as "Specialist in Comparative, International and Development Education".

The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.

This Program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. It is available to students enrolling in the M.Ed., M.A., Ed.D., Ph.D. programs in each of the four cooperating departments:

- Adult Education, Community Development and Counselling Psychology (Adult Education and Community Development program)
- Curriculum, Teaching and Learning
- Sociology and Equity Studies in Education
- Theory & Policy Studies in Education.

Academic coordination is provided by the Comparative, International and Development Education Centre (CIDEC). This Centre also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, print and electronic newsletters, a Resource Centre, and a small lounge.

Admission Requirements

Applicants should apply to the appropriate degree program in whichever of the four collaborating departments corresponds most closely to their general background and interests, clearly noting on the Supplementary Application Form B, Item 3 their interest in the Comparative, International and Development Education Collaborative Program. (It is possible to apply to more that one department, rank ordering departmental preferences on the application form.) Applicants should also send a copy of this form to the Comparative, International and Development Education Program Coordinator (see below).

In addition to meeting the minimum OISE/UT requirements (see Minimum Admission, Program and Degree Requirements section, pages 25 - 32), and departmental requirements as outlined elsewhere in this *Bulletin*, applicants to this Collaborative Program are ordinarily expected to have had at least one to two years' experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults).

Prospective applicants are **strongly advised** to contact the Collaborative Program Coordinator in advance of submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this program, and its suitability to their own learning goals.

Program Requirements

Individual student programs must meet the requirements of both their home department (as outlined elsewhere in this *Bulletin*) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load.

Collaborative Program requirements include course selections from the Comparative, International and Development Education basic and specialization courses (distributed within and across the collaborating departments), regular participation in, and contribution to the CIDEC Seminar Series, and (depending upon the degree program and department) preparation of a thesis, research paper, or comprehensive paper related to Comparative, International and Development Education, as certified by a participating faculty member from the home department.

Faculty Advisors

Students will be advised principally by faculty from their home department who also participate in the Collaborative Program. They may also seek advice and information from the Comparative, International and Development Education Centre. Core participating faculty include: B.L. Hall and A. Thomas (AECDCP); F.M. Connelly, J.P. Farrell and D.N. Wilson (CTL); G. Dei, D.W. Livingstone and C.P. Olson (SESE); R. Hayhoe and D. Misgeld (TPS)

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home department.

A complete and up-to-date list of participating faculty and Comparative, International and Development Education courses, plus details of the Collaborative Program requirements, can be obtained from:

The Program Coordinator
Joseph P. Farrell, Head
Comparative, International, and Development
Education Centre (CIDEC)
Telephone: (416) 923-6641 ext. 2361
e-mail: jfarrell@oise.utoronto.ca

MASTER OF EDUCATION IN ENVIRONMENTAL STUDIES

OISE/UT and the Institute of Environmental Studies (U of T) collaborate in M.A. and M.Ed. degree programs in Environmental Studies (Ph.D. pending). This program is administered i the Department of Adult Education, Community Development, and Counselling Psychology in cooperation with the Departments of Curriculum Teaching and Learning and Sociology and Equit Studies in Education and in collaboration with the Community, International and Transformative Learning Specialization.

The arrangement is for students to take betwee two and four half-credit courses from among the graduate coursed listed with the Institute of Environmental Studies. Courses of particular interest include:

IES1001F	Environmental Decision-making
IES1002S	Environmental Management Case Studies
IES1202S	Environmental Issues in Developing Countries
IES1700F	Ecological Economics
IES1701F	Environmental Laws
IES1705F	Corporate Perspectives on the Environment
JPV1201S	Politics, Bureaucracy and the Environment
MIE1901F	Technology, Society and the Environment

Internships for students in this program are sometimes available through the Institute for Environmental Studies.

For further information please contact:

Edmund O'Sullivan, Adult Education, Community Development and Counselling Psychology
Telephone: (416) 923-6641 ext. 2592

David Selby, Curriculum, Teaching and Learning
Telephone: (416) 923-6641 ext. 4540

Margrit Eichler, Sociology and Equity Studies
Telephone: (416) 923-6641 ext. 2276

Roger Hansell, Graduate Coordinator
Institute of Environmental Studies
Telephone: (416) 978-6409

COLLABORATIVE GRADUATE PROGRAM IN WOMEN'S STUDIES (GWS)

The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship. The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The GWS contributes to the development of an integrated research community in women's studies at the University of Toronto.

Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the GWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the Program Director of Graduate Women's Studies. (See GWS address below.)

Further information is available from the School of Graduate Studies Calendar, the student's OISE/UT departmental Liaison Officer and the Program Director of Graduate Women's Studies (GWS).

GWS
Innis College, Room 232
2 Sussex Avenue
Toronto, Ontario M5S 1J5
Telephone: (416) 978-3668
Fax: (416) 978-5503
e-mail: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/womens

NOTE: In addition to this university-wide collaborative program, OISE/UT students have the opportunity to participate in two OISE/UT interdepartmental specializations:
- M.Ed. in Gender Equity in Education
- Women's Studies/Feminist Studies

See pages 202 - 204 of this *Bulletin* for further details.

INTERDEPARTMENTAL GRADUATE SPECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization which involves two or more OISE/UT departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the five interdepartmental specializations described in this section have been formally established.

Students must still apply to a specific department, but those interested in enroling in an interdepartmental specialization should so indicate on the Supplementary Application Form B, Item 3.

ABORIGINAL EDUCATION

(pending approval)

This specialization will support interests in Aboriginal Learning and Teaching in a collaboration with the Sociology and Equity Studies and Curriculum, Teaching and Learning Departments. The Indigenous Education Network (IEN) is the OISE/UT-wide forum for students and faculty to share common interests. The IEN office and the Aboriginal student caucus offices are located in the department of Adult Education, Community Development and Counselling Psychology. (See also pages 47 and 143)

For further information, contact:

Laara Fitznor, Lecturer
Telephone: (416) 923-6641 ext. 2345
Fax: (416) 926-4749
e-mail: lfitznor@oise.utoronto.ca

ADAPTIVE INSTRUCTION

The Departments of Curriculum, Teaching and Learning; and Human Development and Applied Psychology offer an interdepartmental specialization in Adaptive Instruction. This program examines issues related to the learning characteristics and education of students with diverse needs in the regular classroom. Candidates selecting this specialization develop an understanding of developmental diversity and instructional strategies that make learning accessible to children and adults with special needs. The impact of heterogeneous classrooms on teachers and teaching is considered.

For details, see the Adaptive Instruction section under each of the above participating department's listings, pages 77 and 121.

Admission Requirements

Applicants are admitted to one of the departments and must meet the admission requirements of that department. They should indicate "Adaptive Instruction" as their area of specialization on their application form.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Adaptive Instruction interdepartmental specialization: A. Jordan, P. Stanovich (CTL) E. Geva, T. Humphries, D. Keating, P. Lindsay, C.R. Musselman, U. Shafrir, K. Stanovich J. Wiener and D. Willows (HDAP).

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE/UT links faculty and students from diverse fields who share an interest in the rapidly developing field of cognitive science. Students can specialize in Applied Cognitive Science through master's and doctoral programs. Individualized programs are designed in consultation with cognitive science faculty in the departments of Human Development and Applied Psychology and Curriculum, Teaching and Learning. Student programs are coordinated by faculty in the Centre for Applied Cognitive Science and may consist of courses offered throughout OISE/UT as well as courses offered by the broader cognitive science community of the University of Toronto, which includes members of the departments of Computer Science, Linguistics, Philosophy, and Psychology. Among the strengths of the Applied Cognitive Science specialization is the variety of programs, scholars, research laboratories, graduate seminars, interdisciplinary projects, and computing facilities to which it provides access.

Applied Cognitive Science is a research-oriented specialization, emphasizing an apprenticeship approach. Accordingly, whether students plan an academic research career or a career in a more applied setting, they are encouraged to involve themselves in research programs of members of the Centre for Applied Cognitive Science. These research programs cover a wide range of efforts to improve education by extending scientific understanding of the human mind. Applied Cognitive Science is broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental life.

Admission Requirements

Applicants must meet admission requirements of a participating department. They must indicate their interest in this specialization on their application form.

Program Requirements

Individual student programs must meet the requirements of both the home department and the Applied Cognitive Science specialization. Normally, a careful selection of courses will satisfy this stipulation, without any additional courseload.

Where required, doctoral students take comprehensive examinations, planned with a representative of the home department, so as to meet both departmental and Applied Cognitive Science requirements.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Applied Cognitive Science interdepartmental specialization: A. Cumming, P. Nagy and M. Scardamalia (CTL); J.W. Astington, C. Bereiter, R. Case, D. Keating, M. Lewis, P. Lindsay, K. Oatley, D.R. Olson, K.E. Stanovich and E. Woodruff (HDAP).

In selecting a thesis supervisor, however, students are not restricted to faculty from the home department.

Courses

Students are encouraged to refer to program requirements within their home department. Courses of possible interest include: CTL1005, CTL1803, and CTL1921; HDP1234, HDP1237, HDP1249, HDP1270, HDP3203, HDP3209, HDP3229, HDP3230, HDP3237 and HDP3282.

Other relevant courses, including courses from other departments in the university, may be counted toward requirements with approval of the faculty advisor and the Registrar's Office, Graduate Studies Registration Unit.

GENDER EQUITY IN EDUCATION

The M.Ed. in Gender Equity in Education is designed as a specialization for educators who are interested in the professional applications of women's studies in schools. Though it is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE/UT programs. Students may take the M.Ed. specialization in Gender Equity in Education in combination with the listed programs offered by the following departments:

Curriculum, Teaching and Learning
Curriculum
Teacher Development

Sociology and Equity Studies in Education

Theory & Policy Studies in Education
Educational Administration
Higher Education
History and Philosophy of Education

The basis for this specialization includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE/UT Education Commons (Library) and in the Women's Educational Resources Centre. The CWSE provides support and facilities to students taking this specialization.

Admission Requirements

Applicants are admitted to one of the departmental programs listed above. They must indicate "Gender Equity in Education" as their area of specialization (see Supplementary Application Form B, Item 3). The specialization is especially appropriate for students who are working teachers or otherwise professionally active as educators.

Program Requirements

At least three courses must be taken in the Gender Equity in Education specialization. One of these, "Gender Equity in the Classroom" (taught in the Department of Sociology and Equity Studies in Education), is required. The remaining two may be selected from the list of courses below. Individual student programs must otherwise meet the requirements of the department in which they are registered.

Faculty Advisors

Students will be advised by faculty advisors fro their home Department. Staff at CWSE will also be available. In M.Ed. programs which include a Major Research Paper, the Head of the Centre for Women's Studies in Education will be available to supervise. Students are advised to contact staff at the CWSE early in their program to learn more about the specialization and about the support and facilities available to them through the Centre.

Caralee Price at CWSE
Telephone: 923-6641 ext. 2204
e-mail: cprice@oise.utoronto.ca
Website:
www.oise.utoronto.ca/projects/inclusive

Paula Bourne, Coordinator of CWSE
Telephone: 923-6641 ext. 2368
e-mail: pbourne@oise.utoronto.ca

Courses

Courses that may be counted toward the specialization in Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1347, CTL1799, CTL1840, CTL4803; SES1920, SES1951, SES1953, SES1982, SES1987, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1439, TPS3418 and TPS3029.

TRANSFORMATIVE LEARNING

The Transformative Learning interdepartmental specialization involves faculty and students from several OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments: Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Theory & Policy Studies in Education; and Sociology and Equity Studies in Education.

The specialization is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous nowledge, native studies, religious studies, orld-views and ways of life, social economy, heory of democracy, adult education and social hange, participatory research, popular ducation, feminism, reproductive technologies, lternative futures, international migration, multiculturalism, popular culture, and family hange.

hrough the specialization its members have nks with the International Institute for Global ducation, the Faculty of Environmental Studies t York University, the Nicaraguan Institute of opular Education and Research (INIES), the lobal Education Project of the Ontario eachers' Federation, and a variety of ommunity-based organizations.

dmission Requirements
pplicants must meet the admission equirements of a participating OISE/UT department. (It is possible to apply to more than ne department, rank ordering department preferences on the application form.) Applicants must indicate their interest in the Transformative earning specialization on the Supplementary pplication Form B, Item 3. Students applying to he Department of Curriculum, Teaching and earning who are interested in this nterdepartmental specialization should select he Social and Culture Studies, Global Education and Transformative Pedagogues specialization under the Curriculum programs (see page 79).

Program Requirements
Normally, half of a student's courses must be aken in the home department and half in the Transformative Learning specialization. Usually, because of overlap between departmental and specialization course offerings, it is possible to meet this requirement and still take courses elsewhere. Students can take more than the minimum required number of courses in their home department and in the specialization. In cases where the home department requires a comprehensive examination and Major Research Paper or a thesis, these will as far as possible be conducted or supervised by faculty involved in the specialization.

Faculty Advisors
Students will be advised by faculty from their home department who are also participants in the Transformative Learning specialization: B.L. Hall, A.R. Miles, S. Mojab, J. Quarter, and E.V. O'Sullivan (AECDCP); K. Bickmore, J. Miller, and R.I. Simon (CTL); G. Dei, M. Eichler, D. Livingstone, and D. Misgeld (TPS).

A student's thesis supervisor need not be from the home department. However, at least one thesis committee member must be.

Courses
Courses that may be counted toward the specialization in Transformative Learning include: AEC1105, AEC1111, AEC1131, AEC1136, AEC1143, AEC1144, AEC1146, AEC1148, AEC3116, and AEC3119; CTL1110, CTL1207, CTL1301; SES1900, SES1903, SES1909, SES1920, SES1921, SES1922, SES1924, and SES2914; TPS1405, TPS1420, TPS1422, TPS1428, TPS1429, TPS1434, TPS1444, TPS1481, TPS1489, TPS4323, and TPS3428.

WOMEN'S STUDIES/FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs in most of OISE/UT's departments. Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this specialization include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Centre, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program.

NOTE: There is also an interdepartmental specialization - the M.Ed. in Gender Equity in Education - which is coordinated by the Centre for Women's Studies in Education (CWSE). (See page 202.)

Admission Requirements
Applicants must meet the admission requirements of a participating department. They must also indicate Women's Studies/ Feminist Studies on the Supplementary Application Form B, Item 3. Students with undergraduate degrees or course-work in women's studies are especially strong applicants for this specialization.

Program Requirements
Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors
Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: M. Laiken, A.R. Miles, S. Mohab, N. Piran, L. Stermac and M.A. Schneider (AECDCP); J. Aitken, K. Bickmore, D. Gérin-Lajoie and E. Smyth (CTL); S. Acker, K. Dehli, M. Eichler, H. Lenskyj, R. Ng, R.R. Pierson, S. Razack, K. Rockhill and D.E. Smith (SESE); N. Bascia, D. Bogdan, J.L. Magnusson, C. Morgan and L. Muzzin (TPS).

In selecting a thesis supervisor, students are not restricted to faculty from their home departments. Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program.

Courses
A complete listing of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available from the Centre for Women's Studies in Education (CWSE).

GRADUATE NTERDISCIPLINARY RESEARCH FOCI

The term *focus* has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE/UT which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas should so specify on the Supplementary Application Form B, Item 3.

The foci described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

Faculty actively working in this focus are: L. Fitznor, A. Miles, S. Mojab, E. O'Sullivan, J. Quarter and D. Schugurensky (AECDCP); K. Bickmore, C. Conle, D. Corson, J. Cummins, J-A. Dillabough, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan, E. Pedretti, D. Selby, R.I. Simon and P. Trifonas (CTL); G. Burns, K. Dehli, G. Dei, M. Heller, J. Iseke-Barnes, H. Lenskyj, D.W. Livingstone, R. Ng, C.P. Olson, S.H. Razack and K. Rockhill (SESE); D. Bogdan and C. Morgan (TPS).

Interested students may consult Roxana Ng (SESE).

ÉTUDES EN FRANÇAIS

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le centre de recherches en éducation franco-ontarienne, offre un programme multidisciplaire de M.Ed. qui s'intitule «Études franco-ontariennes en éducation» et qui se donne entièrement en français par le biais de l'éducation à distance. Trois cours sont obligatoires. Il s'agit des cours CTL1000 *Fondements des programmes scolaires*, SES1900 *Introduction à la sociologie de l'éducation* et un cours de méthodes de recherche (quantitative, CTL2007 ou qualitative, CTL1306). Quelques cours sont aussi offerts sur place à Toronto. Il est à noter que le programme à distance est ouvert également à la clientèle étudiante de Toronto.

Pour de plus amples détails sur les cours de ce programme, veuillez consulter les sections «Department of Curriculum, Teaching and Learning» et «Department of Sociology and Equity Studies in Education». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage. Pour tout renseignement, veuillez contacter le *Bureau de la coordonnatrice de la programmation en français* au poste 2290, ou le *Bureau du registraire de l'IEPO/UT*, au poste 2608.

FOUNDATIONS OF EDUCATION AND SOCIETY

This planned focus will offer mature professionals an opportunity to pursue an interdisciplinary master's level degree together with an intellectual peer community. As currentl envisioned, course offerings will combine a broadly-based portfolio of courses in social sciences and humanities, examining major issues in contemporary education and society. The heart of this focus will be a unique opportunity for the student cohort to consider these issues in a special seminar setting.

Interested students are encouraged to contact:
Prof. Harold Troper, Department of
Theory & Policy Studies in Education
Telephone: (416) 923-6641 ext. 2512
e-mail: htroper@oise.utoronto.ca

GLOBAL EDUCATION

Global education is an holistic paradigm of education predicated upon the interconnectedness of communities, lands and peoples, the interrelatedness of all social, cultural and natural phenomena, the interlocking nature of past, present and future and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of citizenship, development, equity, health, peace, social justice, and environmental sustainability. Its scope encompasses the personal, the local, the regional and bioregional, the national and planetary. Congruent with its precepts and principles, its methodology is experiential, interactive, learner-centred, democratic, convivial, participatory and change-oriented.

Work in curriculum and professional development is undertaken with K-12 teachers and in non-formal and adult/community educational settings. Teaching, research and development work are undertaken across Canada and in partnership with universities, non-governmental organizations and ministries of education in the developing world (often under the auspices of United Nations bodies).

Faculty involved include: K. Bickmore, M. Evans, T. Goldstein, J. Myers and D. Selby.

Information on courses is available from:
Sonia Hopwood
252 Bloor Street West, Room 10-110
Telephone: (416) 923-6641 ext. 2863

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and R. Morgan (CTL); D. Corson (TPS); M. Heller (SESE).

LEARNING AND WORK

This focus is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and other social differences, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this focus are associated with either the Political Economy of Education focus in the Department of Sociology and Equity Studies in Education or the Workplace Learning and Change focus in the Department of Adult Education, Community Development and Counselling Psychology. Much of the relevant research is conducted through the Centre for Study of Education and Work, and the Research Network for New Approaches to Lifelong Learning, which bring together researchers and practitioners from across Canada.

OISE/UT faculty associated with this focus include: S. Acker, G. Burns, K. Dehli, G. Dei, E. Harvey, R. Ng, P. Olson and D. Smith (AECDCP); B. Hall, M. Laiken, D. Livingstone, S. Mojab, J. Quarter, D. Schugurensky, A. Thomas and A. Tough (SESE); D. Corson (TPS)

For information about focus activities, contact:
David Livingstone, Department of Sociology and Equity Studies in Education, OISE/UT
Telephone: (416) 923-6641 ext. 2703
Fax: (416) 926-4751
e-mail: dlivingston@oise.utoronto.ca
OR
Jack Quarter, Department of Adult Education, Community Development and Counselling Psychology, OISE/UT
Telephone: (416) 923-6641 ext. 2576
e-mail: jquarter@oise.utoronto.ca

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in the notational systems of modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy.

Faculty involved in teaching and research on literacy include: J.A. Draper and B.L. Hall (AECDCP); J. Aitken, D. Booth, B.J. Burnaby, A. Cumming, L.D. McLean, R. Morgan, M. Scardamalia, and C.G. Wells (CTL); C. Bereiter, A. Biemiller, E. Geva, D.R. Olson, K.E. Stanovich, and D.M. Willows (HDAP); M. Heller, K. Rockhill, and D.E. Smith (SESE); D. Bogdan and D. Corson (TPS).

Students are encouraged to refer to program requirements in their home department.

Courses of possible interest include: CTL1003, CTL1004, CTL1005, CTL1006, CTL1008, CTL1009, CTL1301, CTL1803, CTL1805, CTL1860, CTL1921, CTL3015, CTL3017 and CTL3020; HDP1285, HDP1286, HDP1290, HDP1299, HDP3209, HDP3286, HDP3292, HDP4271, HDP4275, HDP4280, HDP4292, HDP4924, HDP5281, and HDP5284; SES1910, SES1952, and SES1956; TPS1045, TPS1462, TPS1484, TPS1485, and TPS3436.

For information about focus activities, contact C.G. Wells (CTL) or E. Geva (HDAP).

RESEARCH AND FIELD ACTIVITIES

RESEARCH AND DEVELOPMENT PROGRAMS

The research and development programs of OISE/UT foster improvement in Ontario education and complement the academic programs of OISE/UT departments. OISE/UT's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (*Curriculum Inquiry, Orbit, Resources for Feminist Research/ Documentation sur la recherché féministe*), in international journals or in other publications. OISE/UT Research Reports can be found in the OISE/UT Education Commons Library.

RESEARCH AND DEVELOPMENT CENTRES

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

•Centre for the Advancement of Measurement, Evaluation, Research, and Assessment (CAMERA)

Head: Tony C. M. Lam
Department: CTL
Telephone: (416) 923-6641 ext. 3225
Location: 252 Bloor Street West, Room 11-229

CAMERA was created in the summer of 1996 within the CTL Department. The Centre is dedicated to the goal of fostering ideas and research that address issues in the areas of theoretical and applied measurement, large-scale and classroom-based assessments, program and system evaluations, research methods, data analysis procedures, and related matters. The centre draws together OISE/UT's faculty and external researchers and practitioners to engage in projects of common interest, to share and exchange perspectives, and to work collaboratively to resolve methodological problems in measurement, evaluation, research and assessment.

•Centre for Applied Cognitive Science (CACS)

Head: Marc Lewis
Department: HDAP
Telephone: (416) 923-6641 ext. 2443
Location: 252 Bloor Street West, Room 9-170

Through a number of research and development projects the CACS explores cognitive structures and cognitive processes in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, and computer science to the study of human development and education. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. It is home to principal investigators in a number of large-scale interrelated research programs, including the National Centre of Excellence Program on Telelearning, The Canadian Institute of Advanced Research Human Development Program, and the University of Toronto's Knowledge Media Design Institute.

The Centre hosts a number of regular research seminars and group meetings, devoted to particular topics, in which students are invited to participate. There is an interdepartmental program in graduate studies available in applied cognitive science (see section on Interdepartmental Graduate Specializations, page 201).

•Centre for Franco-Ontarian Studies (CFOS)

Head: Normand Labrie
Department: CTL, SESE
Telephone: (416) 923-6641 ext. 2323
Fax: (416) 926-4714
e-mail: nlabrie@oise.utoronto.ca
Location: 252 Bloor Street West, Room 6-106
Website: www.oise.utoronto.ca/CREFO/

The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, multilingualism and social differences, cooperative learning, language planning, and policy issues. In addition, the CFOS provides direct services to schools and boards, and publishes an information bulletin, *l'info créfo.*

•Centre de recherches en éducation franco-ontarienne (CREFO)

Directeur : Normand Labrie
Department : CTL, SESE
Téléphone : (416) 923-6641 poste 2323
Télécopieur : (416) 926-4714
Courrier électronique : nlabrie@oise.utoronto.ca
Lieu: 252 rue Bloor Ouest, 6-106
Website: www.oise.utoronto.ca/CREFO/

Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de l'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique et anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pédagogie critique, le plurilinguisme et les différences sociales, l'apprentissage coopératif, les relations entre école/communauté et les questions ayant trait à l'aménagement et aux politiques linguistiques. De plus, le CREFO publie un bulletin d'information, *l'info créfo.*

•Centre for Leadership Development
Contact: Vashty Hawkins
Department: TPS
Telephone: (416) 923-6641 ext. 2622
Fax: (416) 926-4752
Location: 252 Bloor Street West, Room 6-186

The Centre for Leadership Development engages in research on different aspects of leadership and processes of educational change. Long-term projects are underway with respect to different forms of leadership and their effects, the nature of expertise in the problem solving of leaders, and the relationship between culture, organizational learning and leadership. From time to time, the Centre also engages in research on the effects of various educational policies. This research is usually carried out in the context of major school reform efforts, and is intended to offer guidance to those implementing such reforms, as well as to identify implications for effective leadership.

Another aspect of the Centre's work is the design and implementation of OISE/UT's Principal Certification Program as well as inservice programs for school and district administrators.

Centre for Teacher Development

Head: Michael Connelly
Department: CTL
Telephone: (416) 923-6641 ext. 3085
Location: 252 Bloor Street West, Room 10-141

The Centre for Teacher Development offers a graduate specialization in teacher development, engages in research and development projects, and facilitates initial and inservice teacher education activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Faculty interests include gender issues, women in education; multiculturalism; teacher development; career development; professional knowledge; action research; narrative and story telling; research on teaching; collaboration; and the contemplative practitioner. Students who wish to specialize in teacher development should apply through the Department of Curriculum, Teaching and Learning, indicating clearly in their covering letter and on the Supplementary Application Form B, Item 3 that they wish to be considered for admission to the Centre for Teacher Development. Those who wish to apply through any other OISE/UT department must first contact the chairperson of that department. For additional information, please contact the Centre Head, Michael Connelly.

Centre for Women's Studies In Education (CWSE)

Head: Dorothy Smith
Department: SESE
Telephone: (416) 923-6641 ext. 2237
Location: 252 Bloor Street West, Room 12-256
Coordinator: Paula Bourne
Telephone: (416) 923-6641 ext. 2368
Location: 252 Bloor Street West, Room 2-230

The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre; the periodical *Resources for Feminist Research/ Documentation sur la recherché féministe;* the Canadian Women's Periodical Indexing Group; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses, and Training packages on Violence for Elementary Teachers. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitor position in Women and Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and lunch-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Secretary, as is a list of CWSE Publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 202) and Women's Studies/ Feminist Studies (pages 203 - 204) in the Interdepartmental Graduate Specializations section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 143).

•Comparative, International, and Development Education Centre (CIDEC)

Head: Joseph P. Farrell
Department: CTL
Telephone: (416) 923-6641 ext. 2362
Location: 252 Bloor Street West, Room 10-139

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE/UT's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE/UT staff and students engage in a significant amount of international and comparative work in their own specialties (over a third of OISE/UT faculty have had significant international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE/UT staff and students and make it available to all members of the OISE/UT community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE/UT, see the Collaborative Graduate Degree Program in Comparative, International, and Development Education, which this Centre coordinates, in the section on Collaborative Graduate Degree Programs, pages 198 - 199.

•International Institute for Global Education (IIGE)

Director: David Selby
Department: CTL
Telephone: (416) 923-6641 ext. 2863
Location: 252 Bloor Street West, Room 10-110

The Institute, a cross-departmental centre with a principal attachment to Curriculum, Teaching and Learning, was established in 1992 to contribute to the growth of global education in Canada and internationally through teaching programs, consultancy, curriculum development and research. In addition to offering courses at the initial teacher education level and at the graduate level, IIGE faculty provide professional development services for elementary and secondary schools through partnerships with school boards, other universities, national and international non-governmental organizations, United Nations bodies and ministries of education. Research and development projects include the support of global education and national curriculum renewal initiatives in countries in Central and Eastern Europe, Latin America and the Middle East and North Africa.

The Institute promotes dialogue between global educators worldwide and welcomes visiting scholars. Faculty interests include anti-discriminatory education; basic and life skills education; citizenship education; education for development; environmental education, futures education; health education; humane education; human rights education; intercultural and multicultural education; education for peace and social justice; education for international understanding; inclusive, interactive and participatory pedagogies.

The Institute houses a collection of specialist resources on global education. Pamphlets and fliers on IIGE, together with details of courses taught by IIGE faculty and lists of IIGE publications (including activity-based resources for teachers) are available from the Institute Secretary.

•The Dr. R.G.N. Laidlaw Research Centre (LRC)

Director: Richard Volpe,
Department: HDAP
Telephone: (416) 978-3458
Location: 45 Walmer Road (ICS)

As the research division of the Institute of Child Study, the Centre conducts interdisciplinary research on child development. Participating researchers from education, psychology, social work, sociology, psychiatry, family law and other academic fields collaborate on various projects. Current investigations deal with cognitive development, math-science education, integrating children's services, exemplary kindergarten practice, the impact of family conflict on children, the adaptation of refugee children, increasing the effectiveness of reading instruction, the integration of special needs students, uses of television in preparing children for school, children's rights, child abuse, and self-regulatory processes in the classroom. Research facilities, computer support, conferencing, and clerical assistance are provided through the Centre. Post-doctoral fellows and graduate students participate in all aspects of Centre activities. Bimonthly "work in progress" seminars provide members with opportunities to share findings and receive critical feedback. A prospectus describing the priorities, research and publications of the Centre is available upon request.

Modern Language Centre

Head: Alister Cumming
Department: CTL
Telephone: (416) 923-6641 ext. 2538
Location: 252 Bloor Street West, Room 10-237
Website: www.oise.utoronto.ca/MLC

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, immigrant settlement and heritage and Aboriginal language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the ground floor of the OISE/UT Education Commons.

FIELD DEVELOPMENT ACTIVITIES

The purpose of OISE/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE/UT's Office of Research and Field Activities administers seven regional Field Centres. The Centre for Leadership Development, housed in the Department of Theory & Policy Studies in Education, also has field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the Field Centres provide the main focus of OISE/UT's field development effort. However, OISE/UT as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the Field Centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRES

The following is a list of the seven Field Centres throughout Ontario. The departments listed with each centre currently offer off-campus courses in that region. For more information on OISE/UT courses, both off- and on-campus, contact the centre in your area.

Head, Field Division and Co-ordinator, Technology-Mediated and Off-Campus Programs:
Wayne Seller, Thunder Bay
Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149

•Midnorthern/Northeastern Centre
Sudbury Office
31 Tuddenham Avenue
Sudbury, Ontario P3C 3E9
Contact: George Burns
Telephone: (705) 674-8442
Fax: (705) 671-1582
e-mail: gburns@oise.utoronto.ca
Department: Sociology and Equity Studies in Education (SESE)

Located in Sudbury, the Midnorthern Native Focus Cente works in close cooperation and collaboration with other centres comprising the Field Division; The Indigenous Education Network (IEN); the Department of Adult Education, Community Development and Counselling Psychology (AECDCP); school boards; First Nations and other Aboriginal organizations. The faculty and research personnel take an integrated approach to graduate studies, research, and field development using the perspectives, concepts, ideas, and methods of classical sociology, the new sociology of education and Native world views. These guide a range of large-scale and small-scale projects relating to equity, relevance and excellence in education pertaining to Native children, youth and adults. Most graduate course offerings are in Sociology and Equity Studies in Education focussing on Native education issues. Centre faculty supervise master's research projects, Qualifying Research Papers, and both master's and doctoral theses.

•Midnorthern/Northeastern Centre
North Bay Office
Canadore College
Commerce Court Campus
100 College Drive
North Bay, Ontario P1B 8K9
Contact: Bruce Cassie
Telephone: (705) 474-7600 ext. 6553
Fax: (705) 472-7169

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision making, student problem solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nations leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in initial and inservice teacher education, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

•Centre de recherches en éducation du Nouvel-Ontario (CRENO)
Centre communautaire Assomption
360, rue Perreault, Salle 1
Sudbury, Ontario P3B 2M7
Directeur: Denis Haché
Téléhone: (705) 674-5740
Télécopieur: (705) 674-3130

Le CRENO dispense ses services aux éducateurs et éducatrices de langue française du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs (Études franco-ontariennes en éducation) offerts en français, ainsi que des engagements dans des domaines de recherches qui reflètent les besoins du milieu scolaire. Les secteurs de la formation et du développement professionnel, de la planification stratégique, de la qualité en éducation, de l'éducation à distance, de l'amélioration scolaire, de l'éducation en milieu minoritaire, de la vitalité ethnolinguistique et d'animation culturelle figurent parmi les activités prioritaires du centre.

•Midwestern Centre
51 Ardelt Avenue
P.O. Box 68
Kitchener, Ontario N2G 3X5
Contact: Lynne Hannay
Telephone: (519) 579-0780
Fax: (519) 579-8370

Over the past six years, the Centre has been analysing changing roles of secondary school staff resulting from restructuring. Ongoing investigation of the role of department heads has contributed significant findings to both researchers and practitioners. The Centre has also been involved in facilitating action research through professional development programs based in individual boards and through graduate education.

•Niagara Centre
Mohawk College - Stoney Creek Campus
481 Barton Street East, Room 97-G
Stoney Creek, Ontario L8E 2L7
Contact: Jack Miller
Telephone: (905) 575-1212 ext. 5031
Fax: (905) 662-9329

The Niagara Centre's work is primarily in three areas: the holistic curriculum, staff development, and CRDI (curriculum review, development, and implementation). The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

•Northwestern Centre
Agnew H. Johnston School
145 Churchill Drive
Thunder Bay, Ontario P7C 1V6
Contact: Wayne Seller
Elizabeth Smyth
Telephone: (807) 475-8110
Fax: (807) 475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, school councils, and new curriculum policy and programs are implemented n a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the Northwestern Ontario Cooperative Services Program, the Centre's work in professional development focuses on the dentification and enhancement of skills required by administrators, department heads, teachers and others. Centre faculty are also especially nvolved in assisting schools and school boards n the development of appropriate programs for ntellectually gifted learners. In addition, Centre aculty are involved in research in gender and he history of education in Ontario. Centre aculty teach Curriculum and History courses via distance education, particularly through computer conferencing.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Contact: Marie-Josée Berger
Telephone: (613) 224-0561
Fax: (613) 228-7074
Department: Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as he Kingston area. Activities include workshops, consultation, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, and esearch design and data analysis. Topics of nterest include alternative learning assessment trategies in the classroom, and stages of writing maturation.

Centre régional d'Ottawa
0, prom. Tiverton
Nepean, Ontario K2E 6L8
Directrice: Marie-Josée Berger
Téléphone: (613) 224-0561
Télécopieur: (613) 228-7074
Department: de curriculum, d'enseignement et d'apprentissage et de sociologie et d'études de l'équité en éducation

e Centre régional d'Ottawa offre des services ux conseils scolaires de la région de l'est de Ontario. Ces services comportent rincipalement des ateliers, des consultations, des projets de recherche menés conjointement avec les conseils scolaires dans le champ des stratégies d'évaluation des apprentissages, l'examen de programmes pédagogiques, les schèmes d'expérimentation et l'analyse de données. Parmi les sujets traités, on compte entre autres les pratiques d'évaluation en salle de classe, et l'évolution des habiletés de productions écrites.

•Trent Valley Centre
Box 719, 150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Contact: John Ross
Telephone: (705) 742-8827
Fax: (705) 742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, student assessment, professional development programs for teachers and others, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs in Curriculum, Teaching, and Learning with a special interest in programs designed in collaboration with school systems to improve school practice.

FEES

For students to be registered, tuition fees must be paid. Note that fees are subject to change by the Governing Council of the University of Toronto.

ACADEMIC FEES STRUCTURE

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program, on a full-time basis, in order to qualify for the degree. The minimum period of registration is stated on the student's letter of acceptance. This period establishes the minimum degree fee which must be paid before graduation.

Upon completion of this time period, a full-time student is expected to continue to register annually until all degree requirements have been completed. **The full-time student fee is charged to full-time students for the minimum period of registration and all subsequent registrations.**

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time tuition and incidental fees until all other requirements have been fulfilled.

Master's candidates must, in the session in which they complete degree requirements, pay additional fees such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be issued any refund of those fees.

EGREE FEES

he length of the program into which students re admitted predetermines the minimum total cademic fee that they must pay prior to raduation; this fee is called the "Degree Fee".

t the time of graduation, the cumulative rogram fees paid by a master's student are alculated and, if the total is less than the egree Fee, the student must pay the ifference. This additional fee is most commonly harged to part-time degree students who take a eavy course load during the Fall and Winter essions and/or take courses in the Summer ession.

ull-time students who accelerate their programs nd finish the degree requirements in less time han the normal program length must pay an dditional fee. No degree student may pay less han the equivalent of one full-time program fee, nd will be assessed the equivalent of full-time ees for the program length indicated on their tter of acceptance.

t the time of publication of this *Bulletin* the fees chedule for 1999/2000 is not available. In the 998/99 academic year the 1-year full program ee was:

anadian citizens and permanent residents

M.A. & Ph.D.	$4,070
M.Ed., M.A.(T.)	$5,038
M.A. (Child Study and Education)	$5,038
Ed.D.	$4,759

nternational students (excluding the Child Study and Education program)

M.A. & Ph.D.	$ 7,870
M.Ed., M.A.(T.)	$11,458
Ed.D.	$11,433

or planning purposes, the calculation of fees pplicable to each program is as follows:

.ED. DEGREE CANDIDATES

he minimum program fee is equivalent to a 1.5-ear full-time fee, assessed for the academic ear in which the program is begun (i.e., one and ne-half times the full-time fee) including the receding summer. Most students will normally ot have paid the minimum program fee and will, herefore, be charged a "balance of degree fee" t the time of graduation. The balance is alculated on the individual student's pattern of tudy.

M.A., M.A.(T.) AND M.A. DEGREE CANDIDATES

The minimum program fee for either a six or eight half-course program is equivalent to a 1-year full-time fee. The ten half-course minimum program fee is equivalent to a 1.5-year full-time fee. The twelve to sixteen half-course minimum program fee is equivalent to a 2-year full-time fee.

ED.D. DEGREE CANDIDATES

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

PH.D. DEGREE CANDIDATES

The full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

SPECIAL STUDENTS

Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1-year full-time fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1998/99 academic year the fee for a half-course was $687.00 (international students, $1,650.00).

INTERNATIONAL STUDENT FEES

In accordance with the recommendations of the Ontario government, students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective international students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $17,000 plus tuition fees.)

The University Health Insurance Plan (UHIP) is a compulsory non-academic fee for international students. In 1999/2000 the cost for twelve months will be $590.57 for a single student, $1,181.14 for a family of two, and $1,869.34 for a family of three or more.

For more information, please contact:
The UHIP Office
Telephone: (416) 978-0290
e-mail: uhip.information@utoronto.ca

SUMMER STUDENTS

Students beginning their degree program in the summer will pay the Summer Session fee. This fee is in addition to the Fall and Winter Session fees charged in September.

NOTE: Students in the following specializations who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half the 1-year full-time fee.

- The Administrator Doctoral Cohort specialization in the Educational Administration Program
- The Ed.D. in the Higher Education specialization in the Higher Education Program
- The Doctor of Education for Community College Leaders in the Higher Education Program

LATE PAYMENT FEE

A late payment fee of $43 plus $5 for each day of delay to a maximum of $93 will be assessed against any student registered in the Fall and Winter Sessions whose fees are not received at the Fees Department by the dates to be announced in the registration material which will be sent to students.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one session) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees is due by January 15 without further notice and is subject to a service charge.

REFUND OF FEES

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 1998/99 academic year the minimum charge was $145.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 1998/99 academic year the service charge was 1.5% per month, compounded.

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate either by using the student telephone service or by submitting an **Application to Graduate card** (see page 27, section h).

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment:

- Statements of results and/or official transcripts of record will not be issued.
- The university will not release the official document (called the diploma) which declares the degree earned, nor will the university or OISE/UT provide oral or written confirmation of degree status to external inquirers.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

FINANCIAL SUPPORT

Notices pertaining to awards other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor. In addition, a Graduate Awards Database system is available in the OISE/UT Education Commons, Second Floor, 252 Bloor Street West.

Unless stated otherwise, all values listed in this section relate to the 1998/99 academic year. Applicants should be aware that the value of an OISE/UT scholarship or graduate assistantship is not sufficient to cover tuition and living expenses. International applicants in particular should note that they will not be accepted without some proof of financial support.

OISE/UT GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

Graduate Assistants at OISE/UT are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: (416) 926-4728

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree or diploma program are eligible to apply.

Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1998 to April 1999, a Graduate Assistantship has a value of $8,000 (plus 4% vacation pay). The value of the assistantship is determined each year.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student, who should be in a financial position to fulfill this obligation at the beginning of the academic year.

For application forms, write to:

OISE/UT Registrar's Office
Graduate Studies, Financial Support
252 Bloor Street West, 4th floor
Toronto, Ontario M5S 1V6

Completed applications must be received in the Registrar's Office before January 15, 1999.

OISE/UT SCHOLARSHIPS

OISE/UT Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE/UT departments. Those eligible to be considered are:

1) new full-time applicants to a degree program;

2) part-time degree students who will be beginning their first year of required full-time study in the September or January next following the time of recommendation for scholarships

3) full-time degree students who have begun but not completed, at the time of recommendation, their first session of full-time study.

Scholarship holders must be registered as full-time students in one of OISE/UT's graduate degree programs.

OISE/UT Scholarships for the 1998/99 academic year were $10,500 over a twelve-month period. It is anticipated that they will have at least the same value in the 1999/2000 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of the minimum period of required full-time study in the degree program. Payment of fees is the responsibility of the scholarship holder.

Scholarship recipients cannot concurrently hold an OISE/UT Graduate Assistantship or a major award with a value of $2,000 or more per academic session. It is important to note that an OISE/UT Scholarship is for the specified amount.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship, in the amount of $11,500, will be awarded annually to an Ed.D. student for the minimum period of required full-time study. Candidates are nominated by each of the OISE/UT departments on the basis of academic merit and potential for creative contribution to applied problems. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship, in the amount of $11,500, will be awarded annually to a doctoral student for the minimum period of required full-time, on-campus study. Candidates will be nominated by each of the OISE/UT departments on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. Payment of fees is the responsibility of the scholarship holder.

OISE/UT SCHOLARSHIP FOR ABORIGINAL STUDENTS

The scholarship, with a value of $11,500, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE/UT. Aborigina candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected o the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program. Application forms must be received in the OISE/UT Registrar's Office, Graduate Studies Unit, by January 15. Payment of fees is the responsibility of the scholarship holder.

ONTARIO TEACHERS' FEDERATION 50TH ANNIVERSARY SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established this scholarship in recognition of the Ontario Teachers' Federation's 50th anniversary. With a value of $11,500, it will be awarded annually to a doctoral student who is a practicing educator. The successful candidate will be selected from the nominees for the Clifford C. Pitt and Bernard J. Shapiro scholarships. Payment of fees is the responsibility of the scholarship holder.

RAPP SCHOLARSHIP

This scholarship was established in recognition of the contribution of the Rapp family to the Ontario Institute for Studies in Education (now OISE/UT). The scholarship, with a value of $11,500, will be awarded annually for the period of one year to the highest-ranking student who applied for, but was not awarded, a Social Sciences and Humanities Research Council doctoral fellowship. Payment of fees is the responsibility of the scholarship holder.

Application forms for the following three fellowships (Chu, Hambly, and Wees) are available in November from the OISE/UT Registrar's Office, Graduate Studies, Financial Support, and must be submitted by January 15 to that office, along with an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honour of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time OISE/UT graduate students with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. A statement pertaining to past contribution to the educational or related field must accompany the application. A person may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:
a) a resident in Canada, preferably in Ontario, twenty-five years of age or over
b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE/UT's graduate admission policy;
c) in full-time paid employment for at least two continuous years prior to enrolment at OISE/UT; and
d) in need of financial assistance.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education (now OISE/UT) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value of $800 per academic year. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library. The essay must be submitted to the Registrar's Office, Graduate Studies, Financial Support, by February 15.

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

CHRISTOPHER PARKER MEMORIAL FUND

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments and students in the field of special education. Application forms are available from the Registrar's Office, Graduate Studies, Financial Support. Applications will be considered as they are received.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help an international student, registered on a full-time basis at OISE/UT, with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE/UT departments. Nominations are limited to one per OISE/UT department and must be accompanied by a brief description of the emergency need.

JAMES FAIR BURSARY

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30.

MARGARET KIDD AWARD

The fund is designed to provide small grants (normally less than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area. Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the I.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students should submit a one page proposal by October 15 or February 15 depending on the session in which they plan to attend a conference. The proposal should be given to the Chair of the Leighton McCarthy Committee.

LEIGHTON MCCARTHY MEMORIAL SCHOLARSHIP

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the university. This residence is now the home of the Institute of Child Study. $500 is awarded annually to one or two second-year students in the Master of Arts in Child Study and Education program. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

ROBERT SETH KINGSLEY GRADUATE STUDENT FELLOWSHIPS

Established in 1998 in memory of Robert Seth Kingsley who was a student in the Laboratory School. A minimum of $500 is to be awarded to one or two students in the Master of Arts in Child Study and Education program or the Master of Arts/Master of Education in Educational Psychology and Special Education program (with concentration in Special Education and Adaptive Instruction). Awards will be made to students who have completed one or more years of study, on the basis of financial need as well as potential for excellence and leadership in special education, demonstrated by an ability to work with special needs children and to integrate scholarship and practice. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

BURSARY ASSISTANCE

OISE/UT Bursaries are available, on the basis of need, to full-time students who are registered in a graduate degree program at OISE/UT and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration in their first session of registration. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the student's department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3,953 per session. Awards will be for two or three consecutive sessions. Awards are intended primarily for Canadian citizens and permanent residents. Preference is given to Ontario residents.

Application forms are available as follows:

a) For students currently enrolled in a graduate program: their OISE/UT home department. The deadline, usually late October for the following academic year, will be announced by the home department in the fall.

b) For prospective full-time graduate students:
Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Education and Training
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is November 15.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $16,600 in 1998/99.

Application forms are available as follows:

a) For students currently enrolled in a graduate program: their OISE/UT home department. The deadline, usually late October for the following academic year, will be announced by the home department in the fall.

b) For prospective full-time students:
Fellowships Division
Social Sciences and Humanities
Research Council of Canada
P.O. Box 1610
Ottawa, Ontario K1P 6G4
Applications must be postmarked October 15 for the following academic year.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS - $7,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7,000 each. It also offers three fellowships for Religious Studies in the amount of $7,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from:
Michael Haugh
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8
Applications must be submitted by April 1.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS - $5,000 EACH

Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:
OISE/UT Registrar's Office
Graduate Financial Awards
252 Bloor Street West, 4th floor
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
e-mail: gradstudy@oise.utoronto.ca

Completed applications must be received by March 15.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION - SCHOLARSHIPS AND AWARDS

These awards, totalling $26,900, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members. The Brick Robb may be granted to members of any OTF affiliate, and the Robinson to members of any CTF member organization.

Further details and application forms are available from:
Scholarship Committee
Ontario Secondary School Teachers' Federation (OSSTF)
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5,000 grants to female students to assist them with university studies which will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; counselling mature women entering or re-entering the labour market; counselling battered women; filling administrative positions in women's centres; counselling and training women for non-traditional employment.) An applicant, to be eligible, must be:

a) a female and a Canadian citizen or permanent resident;

b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people, especially women;

c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from:
OISE/UT Registrar's Office
Graduate Financial Awards
252 Bloor Street West, 4th floor
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
e-mail: gradstudy@oise.utoronto.ca

The forms must be submitted by January 31 for the following academic year, to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provide for a fellowship with a maximum value of $7,500 to be awarded to a student enrolled full-time in a graduate program in an area of study related to gerontology. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.)

To be eligible, an applicant must be:

a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;

b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;

c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;

d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from:
OISE/UT Registrar's Office
Graduate Financial Awards
252 Bloor Street West, 4th floor
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
e-mail: gradstudy@oise.utoronto.ca

Applications must be submitted before March 31 to the address indicated on the application form.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE/UT Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse.

For more information, contact:

OISE/UT Registrar's Office
Graduate Financial Awards
252 Bloor Street West, 4th floor
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
e-mail: gradstudy@oise.utoronto.ca

Part-time students should apply to the OISE/UT Graduate Alumni Association Emergency Fund.

For information and application forms, contact:

Prof. John Davis
Department of Theory & Policy Studies in Education.
Telephone: (416) 923-6641 ext. 2757
Fax: (416) 926-4741
e-mail: jdavis@oise.utoronto.ca

STUDENT SERVICES AND FACILITIES

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. Information on all major student services and facilities is provided in the handbook, **'Getting There'**. which is given to all students at registration. It describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Graduate Students' Union.

OISE/UT SERVICES AND FACILITIES

EDUCATION COMMONS

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- a specialized collection in the field of education including:
  - extensive reference materials
  - over two thousand journal titles
  - complete microfiche holdings of the ERIC and ONTERIS document series.
  - materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - Ministry of Education and Training documents
  - school board curriculum materials, textbooks and content resources used in Ontario schools
  - a representative collection of children's literature
  - a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials
  - specialized collections of modern language, Franco-Ontarienne and women's materials
  - many electronic sources, including CD-ROMs, online databases and electronic full-text journals.

- a collection of over 8 million items located in the numerous libraries of the University of Toronto Library System
- a wide range of Internet resources including remote library catalogues
- reference assistance in accessing information for their courses, research or practice teaching assignments
- comprehensive instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources
- face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics
- learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web
- other university resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor Street West, or at any of its other sites throughout OISE/UT.

Location: 252 Bloor Street West, 2nd Floor
Hours: Contact the following areas
Telephones:

- Education Commons Reception
  (416) 923-6641 ext. 2763
- Information Resources and Services
  Circulation Desk: (416) 926-4719
  Reference Desk: (416) 926-4718

Website: www.oise.utoronto.ca

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the university. **All** OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

OISE/UT students have full access to student services and facilities provided by the university. These include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre.

Location: 252 Bloor Street West, Room 8-105
Telephone: (416) 923-6641 ext 4724
e-mail: gsa@oise.utoronto.ca

INDIGENOUS EDUCATION NETWORK (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research.

The Indigenous Education Network:

- meets twice monthly to share information, organize events, and work towards goals established by the IEN
- maintains a computer listserv to extend discussions of IEN topics to interested OISE/UT students and faculty on and off campus

- maintains an Internet IEN homepage (http://www.oise.utoronto.ca/other/ien/ienpage.html) with links to relevant sites

- provides a database of Aboriginal students and IEN members in all departments at OISE/UT plus their study and work interests

- lobbies OISE/UT to acquire Aboriginal faculty, and supports OISE/UT administration in locating suitable candidates

- participates in relevant current events, conferences, guest lectures, symposiums, workshops, and Aboriginal community events

- hosts an Aboriginal Speakers' Series

- collaborates with other groups related to Aboriginal education and Aboriginal issues at OISE/UT, e.g., the Transformative Learning Centre (TLC), the Anti-Racist Network (ARN), and the Midnorthern/Northeastern Centre in Sudbury

- represents the IEN on the Advisory Council of First Nations House at the University of Toronto

- provides initial information for incoming students on available financial assistance: Aboriginal scholarships and awards, plus other scholarships, awards, bursaries, grants, and work opportunities - e.g., graduate assistantships, teaching assistantships, and research positions

- organizes social events and get-togethers

- raises the profile of Aboriginal students in the field of education.

Location: Room 7-191, 252 Bloor Street West
Telephone: (416) 923-6641 ext. 2286
e-mail: ien@oise.utoronto.ca

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

INTERNATIONAL STUDENTS' ASSOCIATION

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: (416) 923-6641 ext 4733
e-mail: isa@oise.utoronto.ca

KIDSPACE DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, 1st Floor
Telephone: (416) 926-4702.
Fax: (416) 926-4725
e-mail: swakefield@oise.utoronto.ca

OISE/UT STUDENT SERVICES OFFICE

The Student Services Office provides individual student counselling on financial, personal and academic matters for all graduate and initial teacher education students. Special services to students with a disability are coordinated through this office.

Director: Prof. Tara Goldstein
Admin. Assistant: Wendy Mauzeroll
Location: 371 Bloor Street West, Room 124
Telephone: (416) 978-8157.
Fax: (416) 978-8382
E-mail: stuserv@oise.utoronto.ca

RESEARCH CONSULTING SERVICE

Head: Susan Elgie
Location: 252 Bloor Street West, Room 11-250
Hours: Drop-in advice - 3:00 to 4:00 p.m.
Telephone: (416) 923-6641 ext. 2601
E-mail: selgie@oise.utoronto.ca

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research project design, implementation, analysis, and writeup. Consultation topics may include esearch methodology, questionnaire design, data processing, graphics, qualitative analysis echniques, statistical procedures, etc. Short non-credit workshops are offered related to use of research-related software: data entry, SPSS, and qualitative software packages. Appointments must booked in advance by calling he number above, while drop-in advice is available daily in the Education Commons labs between 3:00 and 4:00 p.m.

UNIVERSITY- WIDE SERVICES AND FACILITIES

ABORIGINAL STUDENT SERVICES AND PROGRAMS - FIRST NATIONS HOUSE

First Nations House, located in the Borden Building North at 563 Spadina Avenue, houses he Office of Aboriginal Student Services and Programs (OASSP), founded in 1992, and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

For more information please contact:
The Office of Aboriginal Student Services and Programs
First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: (416) 978-8227
Fax: (416) 978-1893

ACCOMMODATION AND COST OF LIVING

The following figures represent the minimum costs for a single student living in Toronto for twelve months in 1998/99, excluding tuition:

ITEM	**$**
Rent	5,200
Food	3,800
Clothing	650
Books	750
Health insurance (UHIP) (for international students)	587
Dental Insurance	130
Local transportation	370
Miscellaneous:	3,500
TOTAL	14,987

Student Housing

Most of the university's students live at home in Toronto. The balance are divided equally between those who reside on campus in a student residence and those who locate off-campus accommodation within approximately 30 to 45 minutes travel time from classes. The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date off-campus housing and residence information as well as other information a student might need to assist in locating and arranging suitable student housing. Students needing more information regarding their student housing options should contact the Housing Service.

Student housing information is available on the Internet at: www.library.utoronto.ca/www/housing_service/

On-Campus Residences

If you are interested in applying for residence, you should contact the residence directly to inquire about application. You may apply for residence **before** you are admitted to the university. At the Housing Service on the St. George campus, students may use the Residence Information Terminal to view photographs and get information for the residences on all three campuses. If you are unable to get the information you need on the Internet, contact the Housing Service.

The following two residences provide accommodation for single graduate students and range in cost from $4,300 to $8,800 depending on whether meals are provided.

St. George Graduate Student Residence
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: (416) 978-4885

Women and men; apartment style with shared kitchens.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: (416) 978-2891

Women and men; traditional residence with compulsory meal plan. Acceptance by election. Application deadline is May 1.

Family Housing

Family housing is available in 710 apartments on the St. George campus and in 84 apartments on the Erindale campus. Priority for the unfurnished, university apartments is given to student families. The term "family" refers to students residing with their dependent children and to childless couples in a permanent relationship. Waiting periods for these apartments may vary depending on the time of year and the type of apartment requested, so it is advisable to apply as soon as a student is seriously considering attending the university. Students may submit an application for Family Housing **before** being given an offer of admission to the university. Contact Family Housing at the University Housing Service to receive an information/application package.

Off-Campus Housing

Each campus Housing Service maintains listings of available off-campus housing advertised by city landlords and by students seeking others to join them. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the classified section of a newspaper locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and price range desired. The Housing Service at the Koffler Student Services Centre will provide a list of temporary accommodation on request.

For the Fall and Winter academic sessions, some students rent their long-term housing from August 1 or October 1, avoiding the September 1 occupancy date which is popular with students at most post-secondary educational institutions in the city. Housing is usually advertised about four to six weeks in advance of the date it becomes available for occupancy and it generally takes one to three weeks for a student to locate suitable accommodation, depending on the type of housing desired and budget. **Since accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.**

Cost of Student Housing - Residence, Family Housing and Off Campus

As a guideline, for the 1998/99 school term, the cost of residence with a full meal plan is approximately $5,500 to $6,300 for the eight-month, academic year. Modified meal plans are available in some residences. After paying an initial deposit, the balance of fees are usually paid in two installments at the beginning of each of the four-month Fall and Winter sessions. As of August 1, 1998, rent for the bachelor, one- or two-bedroom units located in the Student Housing Complex located at 30/35 Charles St. West range from approximately $460 to $752 depending on the size of the unit, and is payable monthly. Rooms in shared houses or apartments off-campus generally cost students $350 to $500 per month. However, a student requiring a private apartment off-campus usually pays $500 to $650, $600 to $750, and $750 to $1,000 for a bachelor, one- or two-bedroom unit respectively. A three-bedroom house will usually rent for $1,100 to $1,400.

More information can be obtained from:

University of Toronto Housing Service
St. George Campus
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8045
Fax: (416) 978-1616
e-mail: housing.service@utoronto.ca
Website: www.library.utoronto.ca/www/housing_service/

CAREER CENTRE

The Career Centre offers diverse career development and employment services to University of Toronto students and recent graduates (up to two years after graduation). Students learn how to assess their skills, research work opportunities, develop a marketing plan which results in employment and how to manage their careers after graduation. career development workshops, seminars, a Résumé Clinic, individual career counselling, and employment services for students looking for part-time, summer, and full-time work are available as well as a dossier service for Ph.D. students looking for academic appointments.

For further information, please contact:
The Career Centre
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8000
Website: www.careers.utoronto.ca

DIS*ABILITY* SERVICES FOR STUDENTS

The mandate of DIS*ABILITY* Services for Students is to facilitate the integration of students who have disabilities and chronic health conditions into university life. All students first meet with an intake counsellor to discuss their individual needs and their eligibility to receive services. When appropriate, students may then meet with one of the professionals on staff, such as the Adaptive Equipment Co-ordinator, Learning Disability Specialists, Psychologist or Occupational Therapist to establish strategies and appropriate accommodations for academic success. All discussions are confidential. The service offers liaison with academic and administrative units within the university and with off-campus agencies. The service also offers a wide range of supports including alternative test and exam arrangements, volunteer notetaking services, on-campus transportation, personal advising, assessments for adaptive equipment and assistive devices. Information on health conditions and disability related issues are provided to the university community.
The office is located at the address below. Services are also available at the Scarborough and Mississauga campuses.

Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8060, (Voice)
T.D.D.: (416) 978-1902
Fax: (416) 978-8246
e-mail: disability services@utoronto.ca

FAMILY CARE ADVISOR

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, workshops and guest speakers. The resource centre contains a library of material on issues ranging from pregnancy and parenting to lesbian and gay family issues, homework and bereavement.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Note that the Office will be moving to the Koffler Student Services Centre in 1999. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

HART HOUSE

All OISE/UT students are automatically members of Hart House. Come in and enjoy a wide variety of social, cultural and athletics programs - indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable art gallery, fantastic music and free concerts, great debates and 30+ clubs and committees from bridge to yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills.

Enjoy fresh food in the Arbor Room, an excellent lunch or Sunday brunch in the Gallery Grill, book an event or meeting (the catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home away from home'.
Telephone: (416) 978-2452
Website: www.utoronto.ca/harthouse

HEALTH SERVICES

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street (Medical Clinic, 978-8030; Psychiatric Division, 978-8070). The Medical division also offers its services to spouses. Sports injury services are under the auspices of the Department of Athletics and Recreation (978-7376).

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. **The University Health Insurance Plan (UHIP) is compulsory for international students.**

INTERNATIONAL STUDENT CENTRE (ISC)

All members of the university are invited to use the facilities and services of the Centre and take part in ISC programs. Services include: English conversation classes and writing tutorials, counselling and assistance with problems arising from cultural differences, and information about work or study opportunities abroad. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (e.g. immigration, health insurance, tax). ISC also organizes socio-cultural activities such as trips, cultural evenings, international days, career and scholarship information sessions, etc.

General questions may be addressed to:
International Student Centre
33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: (416) 978-5646
e-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/www/isc/

INTERNATIONAL STUDENT EXCHANGE OFFICE

Students from all faculties and departments are encouraged to participate in the international and Canadian exchanges offered through the International Student Exchange Office.

International exchanges include universities in the following countries: Australia, Barbados, France, Germany, China, Jamaica, Japan, Singapore, Taiwan, Trinidad and the United Kingdom.
Canadian exchanges include; McGill University, McMaster University, Queen's University, Université Laval, Université de Montreal, University of Alberta, University of British Columbia, University of Waterloo, and the University of Western Ontario.

All students accepted into GOSTEP, the Canadian exchange program, are eligible to apply for the GOSTEP Bursary. All students accepted into an international exchange program are eligible to apply for the International Student Exchange Bursary. Additional awards are available for some exchanges. For more information and application forms, contact:

International Student Exchange Office
Koffler Student Services Centre, Room 202
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 946-3138
Fax: (416) 978-6110
e-mail: student.exchange@utoronto.ca
Website: www.utoronto.ca/student.exchange/

SEXUAL HARASSMENT EDUCATION, COUNSELLING, AND COMPLAINT OFFICE

The Sexual Harassment Education, Counselling, and Complaint Office administers the university's Sexual Harassment Policy by providing advice, education, and information to the university community, counselling all parties to complaints, and mediating complaints about harassment based on sex or sexual orientation. The policy covers all members of the university. All complaints and requests for information are kept completely confidential. For appointments, contact:

SHECC Office
40 Sussex Avenue, 3rd floor
Toronto, Ontario M5S 1J7
Telephone: (416) 978-3908
Fax: (416) 971-2289

POLICIES AND REGULATIONS

NOTE: Students should consult the 1999/2000 School of Graduate Studies Calendar when it becomes available, for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto. Updates to these policies were not available at the time this *Bulletin* went to press.

GRADING PRACTICES POLICY

The OISE/UT Graduate Studies Grading Practices Policy falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE/UT department, the student may make an appeal through the Associate Dean of Division II of the School of Graduate Studies (see Student Appeals, on this page).

Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and - to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: May be assigned by the Associate Dean when a grade has not been submitted to the School of Graduate Studies by the appropriate deadline. It may also be assigned by a graduate unit review committee on the basis of incomplete course work upon an instructor's recommendation in special circumstances (e.g., medical reasons or when there are no grounds for assigning a failing grade).

The instructor may replace the INC by a regular grade within eight months following the end of the session in which the course is offered. If the incomplete is not replaced by a regular grade within this period of time, the INC becomes a final report.

IPR-In Progress: Assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. IPR carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, OISE/UT and the university offer students a formal appeals procedure.

The student appeals process consists of five levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor).
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT department or unit.
3. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies.
4. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary of the School of Graduate Studies' Council.
5. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the OISE/UT Registrar's Office, Graduate Studies Registration Unit, or from a department chairperson. See also the School of Graduate Studies Calendar. At any stage, students have the right to appeal to the Office of the Ombudsperson, University of Toronto, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone [416] 978-4874).

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment) See also page 218.

- Statements of results and/or official transcripts of record will not be issued.
- The university will not release the official document (called the diploma) which declares the degree earned, nor will the university or OISE/UT provide oral or written confirmation of degree status to external inquirers.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

ACADEMIC STAFF (as of January 1999)

Please consult individual departmental sections for academic details and interests of staff - AECDCP (page 39); CTL (page 69); HDAP (page 115); SESE (page 140); TPS (page 159)

Abbey, David S., AECDCP
Abbey-Livingston, Diane, AECDCP
Acker, Sandra, SESE, TPS
Aitken, Johan L., CTL
Alexander, William E., AECDCP
Allen, Guy, CTL
Allen, J. Patrick B., CTL
Alvi, Sabir A., AECDCP
Anderson, Andy, CTL
Anderson, Stephen, SESE
Antone, Eileen, AECDCP
Arnold, Mary Louise, HDAP
Astington, Janet, W. HDAP
Atkinson, Lesley, HDAP
Axelrod, Paul, TPS
Bagby, R. Michael, AECDCP
Barnes, Rosemary A., AECDCP
Bascia, Nina, TPS
Beattie, Mary, CTL
Beatty, David J.F., AECDCP
Beck, Clive M., AECDCP, CTL, TPS
Begley, Paul T., TPS
Bélanger, Nathalie, CTL, SESE
Bencze, John Lawrence, CTL
Benner, David, HDAP
Bennett, Barrie, CTL
Benson, Nancy, HDAP
Bereiter, Carl, HDAP
Berger, Marie-Josée, CTL
Bernhard, Judith, HDAP
Bickmore, Kathy, CTL, SESE
Biemiller, Andrew, HDAP
Bildfell, Gale, AECDCP
Blanchard, Ray, AECDCP
Bogdan, Deanne, CTL, TPS
Booth, David, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., SESE, TPS
Brecher, Diana R., AECDCP
Brehaut, Willard, TPS
Brison, David W., HDAP
Brooker, Harvey, AECDCP
Brown, Alan F., TPS
Brown, Russell M., CTL
Brundage, Donald H., AECDCP
Bruto, Venera, HDAP
Burnaby, Barbara J., CTL
Burns, George E., SESE
Burstow, Bonnie, AECDCP

yrne, P. Niall, TPS
Cameron, Linda, CTL
Campbell, C. Elizabeth, TPS
Cancelliere, Andrew, AECDCP
Cappell, Howard, AECDCP
Case, Robbie, HDAP
Caspary, Arthur, HDAP
Cassidy, Anne, HDAP
Cassie, J.R. Bruce, AECDCP
Caswell, Bev, HDAP
Cherepanova, Elena, AECDCP
Christensen, Clifford M., AECDCP
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECDCP
Cole, Ester, HDAP
Comay, Julie, HDAP
Conle, Carola, CTL
Connelly, F. Michael, CTL
Corson, David J., CTL, TPS
Corter, Carl, HDAP
Coutts, Joanne, AECDCP
Cumming, Alister, CTL, HDAP
Cummins, James P., CTL
Cupchik, Will, AECDCP
Cusimano, Michael, TPS
Danesi, Marcel, CTL
Darroch-Lozowski, Vivian, CTL
Das Gupta, Bikram, AECDCP
Davidson, Iain, HDAP
Davie, Lynn E., CTL
Davis, John E., TPS
Dehli, Kari, SESE
Dei, George J. S., SESE
Diamond, C. T. Patrick, CTL
Dillabough, Jo-Anne, CTL
Draper, James A., AECDCP
Ducharme, Joseph, HDAP
Duffy, J. D., CTL
Durell, Brian, CTL
Eagle, Morris N., AECDCP
Earl, Lorna M., CTL, TPS
Eichler, Margrit, SESE
Eisenberg, John A., CTL, TPS
Ellis, M. Dormer, AECDCP
Emmott, Shelagh, AECDCP
Evans, Mark D., CTL
Farrell, Joseph P., AECDCP, CTL
Ferrari, Michel, HDAP
Feuerverger, Grace, CTL
Fisher-Brillinger, Margaret, AECDCP
Flemington, Krista, HDAP
Fitznor, Laara, AECDCP, CTL
Flint, Betty, HDAP
Fraser, Don, CTL
Frenette, Normand J., CTL

Friedland, Judith, HDAP
Fullan, Michael, SESE
Gagné, Antoinette, CTL
Galbraith, Don, CTL
Gamlin, Peter, AECDCP
Garber, Malcolm, HDAP
Garth, David, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillies, Laurie, AECDCP
Gillis, J. Roy, AECDCP
Girolametto, Luigi, HDAP
Giroux, Roy F., TPS
Goldstein, Tara, CTL
Goodenough, Thomas, TPS
Griffin, Virginia R., AECDCP
Guttman, Mary Alice, AECDCP
Haché, Denis, TPS
Hall, Budd L., AECDCP
Hamovitch, Gregory, AECDCP
Hanna, Gila, CTL
Hannay, Lynne, CTL
Hansen, Janice, HDAP
Hardacre, Jennifer, HDAP
Hargreaves, Andrew, TPS
Harley, Birgit, CTL
Harvey, Edward B., SESE
Hassanpour, Amir, AECDCP
Hatton, Michael J., TPS
Hayhoe, Ruth E.S., TPS
Heller, Monica, SESE
Henderson, G.E., CTL
Henderson, Kent, AECDCP, HDAP
Hewitt, James G., CTL
Hickcox, Edward S., TPS
Hidi, Suzanne E., CTL
Hildyard, Angela, TPS
Hodson, Derek, CTL
Holland, John W., TPS
Holmes, Mark, TPS
Horsman, Jennifer, AECDCP
House, John H., TPS
Hovanec, Margret, AECDCP
Humphreys, Edward H., TPS
Humphries, Thomas W., HDAP
Hundey, Ian, CTL
Hunt, David, AECDCP
Ironside, Diana J., AECDCP
Iseke-Barnes, Judy, SESE
Jasper, Karin R, AECDCP
Jenkins, Jenny, HDAP
Johnson, Carla, HDAP
Jones, Glen A., TPS
Jordan, Anne, CTL, HDAP
Josefowitz, Nina, AECDCP

Kanaganayakam, C., CTL
Keating, Daniel, HDAP
Kelly, Brendan, CTL
Kershner, John R., HDAP
Kilbourn, Brent S., CTL
Knowles, J. Gary, AECDCP
Kooy, Mary, CTL
Kosnik, Clare, CTL
Kruger, Arthur M., TPS
Kuzmich, Natalie, CTL
Labrie, Normand, CTL
Laiken, Marilyn, AECDCP
Lam, Tony C.M., CTL
Lang, Daniel W., TPS
Lapkin, Sharon, CTL
Lawton, Stephen B., TPS
Lee, Patrick, HDAP
Leithwood, Kenneth A., TPS
Lenskyj, Helen, SESE
Levin, Malcolm A., TPS
Levine, David, TPS
Lewis, Marc, HDAP
Lightfoot, Lynn, AECDCP
Lindsay, Peter, HDAP
Link, Nancy, HDAP
Livingstone, David W., SESE
Lundy, Charles, CTL
MacDonald, Patti, HDAP
MacIntyre, Robert B., AECDCP, HDAP
Mackay, Sherri, AECDCP, HDAP
Maddocks, Sarah, AECDCP
Magnusson, Jamie-Lynn, TPS
Martin, D'Arcy, AECDCP
Mathews, Frederick, AECDCP
Matthews, Dona, HDAP
Mayer, Hanna, AECDCP
McDougall, Douglas E., CTL
McDougall, I.C., CTL
McLean, Leslie D., CTL
McLean, Robert S., CTL
McLean, Ruth W., AECDCP
McLeod, Keith, AECDCP
McMain, Shelley, AECDCP
Meade, Edward, AECDCP
Miezitis, Solveiga, AECDCP, HDAP
Miles, Angela R., AECDCP
Millar, M. Anne, TPS
Miller, Jack, CTL
Minsky, Sam, AECDCP
Misgeld, Dieter, TPS
Mojab, Shahrzad, AECDCP
Moreau, Mary Jane, HDAP
Morgan, Cecilia, TPS
Morgan, Robert J., CTL
Murray, H., CTL
Musella, Donald F., TPS
Musselman, Carol, HDAP
Muzzin, Linda, TPS
Nagy, Philip, CTL
Ng, Roxana, SESE
Nifakis, Debbie, AECDCP
Nishisato, Shizuhiko, CTL
Norman, Geoffrey, TPS
Nussbaum, David, AECDCP
Oatley, Keith, HDAP
Oldershaw, Lynn, HDAP
Olsen, E. Christopher, TPS
Olson, C. Paul, SESE
Olson, David R., HDAP
O'Sullivan, Edmund V., AECDCP, CTL
Padro, Susan, TPS
Pan, Julia, TPS
Pascal, Charles, TPS
Pass, Larry E., AECDCP
Pedretti, Erminia, CTL
Pelletier, Janette, HDAP
Perry, Adrienne, HDAP
Peskin, Joan, HDAP
Peterson-Badali, Michele, HDAP
Pierson, Ruth Roach, SESE, TPS
Piran, Niva, AECDCP
Pitman, Walter G., AECDCP
Pollock, Nathan, AECDCP
Prentice, Alison, TPS
Prichard, J. Robert S., TPS
Quarter, Jack, AECDCP
Quazi, Saeed, TPS
Ragsdale, Ronald G., CTL
Razack, Sherene H., SESE
Rector, Neil A., AECDCP
Reeve, Richard, HDAP
Regan, Ellen M., AECDCP, HDAP
Regan, Joseph, AECDCP
Regehr, Glenn, HDAP, TPS
Reitav, Jaan, AECDCP
Reznick, Richard K., TPS
Rideout, E. Brock, TPS
Robinson, Floyd G., CTL
Rockhill, Kathleen, SESE
Rokach, Ami, AECDCP
Rolheiser, Carol, CTL
Ross, John A., CTL
Rothman, Arthur I., TPS
Rothstein, Marsha, AECDCP
Rovet, Joanna, HDAP
Rusak, Stephen T., TPS
Russell, H. Howard, CTL
Ryan, James J., TPS
Saint-Cyr, Jean A., HDAP
Scapinello, Ken, AECDCP
Scardamalia, Marlene, CTL, HDAP

Schachar, Russell, HDAP
Schneider, Margaret S., AECDCP
Schugurensky, Daniel, AECDCP
Schwartz, Michael, HDAP
Seccombe, Wallace, SESE
Selby, David, CTL
Seller, Wayne, CTL
Shackel, Denis, HDAP
Shafrir, Uri, HDAP
Shaul, Andrew, AECDCP
Shaw, Robin, HDAP
Silver, Judith, AECDCP, HDAP
Silverman, Harry, HDAP
Silvers, Ronald, CTL
Simon, Roger I., CTL
Skolnik, Michael L., TPS
Smith, Dorothy E., SESE
Smith, Meagan, HDAP
Smyth, Elizabeth M., CTL, TPS
Stanovich, Keith E., CTL, HDAP
Stanovich, Paula, CTL
Stermac, Lana, AECDCP
Stewart, Lynn, AECDCP
Stiegelbauer, Suzanne, CTL
Swain, Merrill K., CTL
Szekely, Eva, AECDCP
Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Taylor, Margot, HDAP
Thiessen, Dennis, CTL, TPS
Thomas, Alan M., AECDCP
Tiberius, Richard G., TPS
Toner, Brenda, AECDCP
Tough, Allen M., AECDCP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Trifonas, Peter, CTL
Troper, Harold M., TPS
Turnbull, Miles S., CTL
Volpe, Richard, HDAP
Wahlstrom, Merlin W., CTL
Warner, Ronald E., AECDCP
Watson, Cicely, TPS
Watson, Jeanne C., AECDCP
Webster, Christopher, AECDCP
Weininger, Otto, AECDCP
Weiser, John C., AECDCP
Weiss, Joel, CTL
Wells, C. Gordon, CTL
Wiener, Judith, HDAP
Wignall, Rouleen, TPS
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL, TPS
Wilson, Robin, AECDCP
Wine, Jeri, AECDCP
Wolfe, Elgin, CTL
Wolfe, Richard G., CTL
Wolfgang, Aaron, AECDCP
Woodruff, Earl, CTL, HDAP
Wright, Percy, AECDCP
Zuker, Marvin A., TPS
Zweig, Deborah, AECDCP

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J. Oliver, B.Com., M.Sc.

Chief Librarian
C. Moore, B.A., M.L.S.

University Registrar
K.J. Swift, B.Sc., M.Ed.

University Ombudsperson
M. Ward, B.A., M.A.

Status of Women Officer
R.A. Ambramovitch, M.A., Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Warden, Hart House
M. Hancock, B.A., M.Ed.

Dean, Faculty of Physical Education and Health
B. Kidd, B.A., A.M., M.A., Ph.D.

Director of Student Services
M. Van Norman, B.A., M.A.

Coordinator of Counselling and Learning Skills Service
S. Minsky, Ph.D., C.Psych.

Physician-in-Chief, Health Services
S. Taman, M.D.

Family Care Advisor
J. Nolan, B.A., B.Ed.

Coordinator of Family Housing
E. Giles

Coordinator, Off-Campus Housing and Residence Information Services
P. Karimalis, B.A., Dip.Ed.

Coordinator of the International Student Centre
B. Yang, B.A., B.Ed., M.Ed.

Coordinator of Dis*Ability* Services
H. Simson, B.A., M.A.

Coordinator, Office of Aboriginal Student Services and Programs
A. Benedict, B.A., B.Ed., M.A.

Director of Statistics, Records, and Convocation
P.F. Leeney, B.A., M.A.

Director of Student Recruitment
F. Silver, B.A., M.Ed.

Aboriginal Education, 47, 144, 200
Aboriginal Student Services and Programs and First Nations House, 229
Academic Fees Structure, 216
Academic Staff, 236-239
Academic Year, Definition of, 13
Accommodation and Cost of Living, 229-231
Adaptive Instruction, 77, 121, 200-201
Adaptive Instruction & Special Education, 121
Administrative Officers, OISE/UT and SGS (Partial List), 10-12
Administrator Doctoral Cohort, 165-166
Admission, Program and Degree Requirements (Minimum), 25-32
Adult Education Program, 44-48, 53-62
Adult Education, Certificate in, 48
Adult Education, Community Development and Counselling Psychology (AECDCP), 39-68
Adult Training and Development, Diploma in, 48
Advanced Studies in Educational Administration, Diploma of, 162-163
Advisory Board, 11-12
Anti-Racism Studies, Critical, 143
Application Procedures, 5, 33-37
Application to Graduate Card, 27
Applied Cognitive Science, 121, 201
Bursary Assistance, 223
Career Centre, 231
Centre de recherches en éducation du Nouvel-Ontario (CRENO), 214
Centre de recherches en éducation franco-ontarienne (CREFO), 210
Centre for Applied Cognitive Science (CACS), 210
Centre for Franco-Ontarian Studies (CFOS), 210
Centre for Integrative Antiracism Studies (CIARS), 143
Centre for Leadership Development, 210-211
Centre for Teacher Development, 211
Centre for the Advancement of Measurement, Evaluation, Research and Assessment (CAMERA), 209-210
Centre for Women's Studies in Education (CWSE), 211
Centre régional d'Ottawa, 215
Changes to Fees, 5
Changes to Policies, Dates, Regulations and Requirements, 5
Child Study and Education Program, 35, 119-121
Collaborative Graduate Degree Programs, 197-199
College of Psychologists, 49, 126
Community College Leaders, Doctor of Education, 176-177
Community, International and Transformative Learning, 46
Comparative, International, and Development Education Centre (CIDEC), 212
Comparative, International, and Development Education, 47, 112-114, 145, 160, 197-198
Computer Applications, 78
Contents, 2-4
Continuity of Registration, 23
Copyright in Course Lectures, 5
Counselling and Psychoeducational Clinic, 49
Counselling Psychology for Community Settings, 51-53
Counselling Psychology for Psychology Specialists, 50-51
Counselling Psychology Program, 48-53, 63-68
Course Changes and Course Completion, 24
Course Deadlines, Prerequisites, Limits, 38
Course Load, Full-time/Part-time, 38
Course Numbering Explained, 38
Course/Program Limitations, 5
Critical Pedagogy and Cultural Studies focus, 143, 205-206
Curriculum Policy Studies, 78
Curriculum Program, 75-94
Curriculum Studies, 78
Curriculum, Teaching and Learning (CTL), 69-114
Daycare, Kidspace, 228
Deferrals, 36-37
Degree Fees, 217
Dis*Ability* Services, 231
Distance Education, 21-22, 75, 145, 164
Doctor of Education, 29-31
Doctor of Philosophy, 31-32
Dual Registration for M.A. and Ph.D. Candidates, 22-23
Early Childhood Education, 121
Education Commons, 226-227
Educational Administration Program, 160-174
Educational Practices, 78
Educational Psychology and Special Education Program, 121-124
Emergency Student Loans, 225
English Language Facility, 5, 35-36
Environmental Studies, Collaborative Master of Education, 47, 114, 145, 198-199
Études en Français focus, 144, 206
Family Care Advisor, 231
Fees, 216-218
Fees, Application, 34
Fees and Other University Obligations, Outstanding, 218, 235
Fees, Late Payment, 218
Fees, Minimum Payment, 218
Fees, Refunds, 218

Fees/Convocation, 218
Feminist Studies, 184, 190
Feminist Studies and Gender Relations in Education, 143
Field Centres, 213-215
Field Development Activities, 213
Financial Support, 219-225
Foundations of Education & Society focus, 206
Full-time Student, Definition of, 21
Full-time Study, Required Period of, 22
Gender Equity in Education, 144, 160, 202
General Information, 20-24
Global Education focus, 206
Grade Reports, 24
Grading Practices Policy, 233-234
Graduate Assistantships, 36, 219-220
Graduate Interdisciplinary Research Foci, 205-208
Graduate Students' Association, 227
Graduate Programs by Department, 38-196
Guidance and Counselling, 53
Hart House, 231-232
Health Professional Education, 176
Health Services, 232
Higher Education Program, 175-181
History and Function of OISE/UT, 6-9
History and Philosophy of Education Program, 182-196
History of Education, 182-187
History of Women & the Family in Education, 184
Holistic and Aesthetic Education, 78-79
Human Development and Applied Psychology (HDAP), 115-139
Human Rights, Politics, & Education, 190
Immigration, Ethnicity, and Multiculturalism in Education, 184
Important Notices, 5
Indigenous Education Network (IEN), 227-228
Individual Reading and Research Courses, 38
Initial Teacher Education Program, 45, 119-121
Institute of Child Study, 7, 119-121
Interdepartmental Graduate Specializations, 200-204
International Institute for Global Education (IIGE), 212
International Student Centre (ISC), 232
International Student Exchange Office, 232
International Student Fees, 217
International Students, 228
International Students' Association, 228
Laidlaw, Dr. R. G. N., Research Centre, 212
Language and Critical Pedagogy focus, 207
Language, Literacy and Literature Across the Curriculum, 78
Late Afternoon and Evening Classes in Fall and Winter Sessions, 21
Learning and Teaching, 46
Learning and Work focus, 144, 207
Learning in Non-School Environments, 78
Leave For Health Problems or Personal Circumstances, 24
Literature, Music, the Arts, and Education, 190
Master of Arts, 27-29
Master of Arts in Teaching (M.A.(T.)), 29, 94-96
Master of Education, 26-27
Master of Education for Special Purposes, 27, 182, 189
Measurement and Evaluation Program, 96-101
Midnorthern/Northeastern Centre, 213-214
Midwestern Centre, 214
Modern Language Centre, 213
Morals/Values, Social Issues and Education, 190
Nature and Development of Literacy, 207-208
Niagara Centre, 214
Northwestern Centre, 214-215
Off-Campus/Distance Education, 21-22, 75, 145, 164
Officers of the University (Partial List), 240
OISE/UT Student Services Office, 229
Ontario College of Teachers, 119, 124
Ontario Principal Certification Program, 162
Ontario Teacher's Certificate of Qualification, 119, 124
Origins of Modern Schooling, 184
Ottawa Valley Centre, 215
Parental Leave, 23
Part-time Study, 21
Philosophy of Education, 188-196
Policies and Regulations, 233-235
Policy and Practice in Education, 143-144
Political Economy of Education, 144
Pre-enrolment for Continuing M.A., M.Ed., Ed.D., Ph.D. Students, 21
Primary Education, 119
Religious Education, Master of, 190
Required Period of Full-time Study, 22
Research and Development Centres, 209-213
Research and Field Activities, 209-215
Research Consulting Service, 229
Scholarships, OISE/UT, 220-223
School and Child-Clinical Psychology Program, 124-126
School Management, Certificate Program, 162
Science, Mathematics and Technology Education, 79
Second Language Education, 101-108
Service Charges, 218

Sessional Dates and Deadlines, 13-19
Sexual Harassment Education, Counselling, and Complaint Office, 232
SGS Regulations, 5, 233
Social and Cultural Studies, Global Education and Transformative Pedagogies, 79
Sociologie et d'études de l'équité en éducation, 140-158
Sociology and Equity Studies in Education (SESE), 140-158
Special Education, 120
Special Education, Additional Teacher Education Qualifications, 124
Special Students, 32, 37, 217
Special Topics Courses, 38
Student Appeals, 234-235
Student Housing, 229-231
Student Number, 5
Student Services and Facilities, 226-232
Study in Summer Session, 21
Summer Student Fees, 218
Teacher Development Program, 108-112
Theories of Knowledge, Cognitive Science, Technology, and Learning, 190
Theory & Policy Studies in Education (TPS), 159-196
Theory and Practice of Schooling, 184
Transcripts, 24, 33
Transfer Between Programs, 23
Transformative Learning, 47, 202-203
Travaux et Théses en Français, 20
Trent Valley Centre, 215
University Health Insurance Plan (UHIP), 218, 232
University of Toronto Schools, 7
Women's Studies, Collaborative Graduate Program (GWS), 47-48, 114, 145, 160, 199
Women's Studies/Feminist Studies, 47, 203-204
Workplace Learning and Change, 46-47

1999

January

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